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1918

Practical Child Training



PART 15

HOW TO TEACH
HONESTY AND THRIFT



Class HQ 769

Book B4

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The correct method of teaching proper etiquette. Daughter observing mother. No fault-finding of the wrong way, but mother simply says: "This is the way."

Principles involved: Suggestion (imitation), expectation and approval.

Practical Child Training

PART 15

EASY LESSONS FOR TEACHING MORALITY

By

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ETIQUETTE

Etiquette may be defined as the correct expression of accepted custom in regard to our dealings with one another according to the canons of accredited polite society.

As it is intimately connected with thoughtfulness and consideration for others, thereby helping us to become more pleasant and desirable neighbors, friends and citizens, its importance in the great work of child training cannot be overlooked and should not be underestimated.

American children have gained an unfortunate reputation for unmannerliness as compared with those of other nationalities. It is true that they are often noisy and ill-behaved in hotels and public places, partly due to the fact that we employ less help than sister nations to amuse and keep them from undue promi-

nence, excepting at such times as their presence is welcome and desirable.

1. GOOD MANNERS IN THE FAMILY CIRCLE

EATING

The question of table manners is a very essential one, as by their lack we not only nauseate others but exclude ourselves absolutely from the society of cultured people.

NAPKINS

Teach your child, as soon as he is over the age of "bibs," never to tuck his napkin under his chin; always fold it below the level of the table. Of course you will tell him without advice that in taking any meal at a public place or a friend's house, it is customary to leave his napkin either on the chair (European and Eastern custom) or by the plate (middle and extreme Western custom).

Teach him never to handle the silver when not in use. Also that in passing the plate for a second helping he must place the knife and fork across it on one side. In the same way the sauce spoon is left on its dish.

SPOON, KNIFE, FORK

Teach him *never under any circumstances to use the individual spoon, fork or knife except for his own food*. It may be well here to mention that the use of common drinking cups should *never* be permitted, not only on account of venereal diseases, but of pyorrhea—a too common and disgusting disease of the gums resulting in loosened teeth and a fetid breath. It may be needful to remind you to be sure that he leaves his spoon in the saucer and not in the cup, and always cuts his meat in small pieces and does not take a huge load on fork or spoon. The child is never to put his knife into his mouth (some old-fashioned persons use it for cheese, but this is con-

trary to etiquette); never to mash his food with his fork; never to rest knife and fork against the side of the plate or butter dish.

Fish, meat, vegetables, melons, salad, oysters, clams and lobsters are eaten with fork only. At formal dinners a small, often oddly shaped fork is used—especially for the “*hors d'œuvres*” (oysters, clams, anchovies, caviar, sardines, etc.), and a pretty spoon comes with the ice cream or frozen puddings. This advice is especially intended for the high-school or collegiate years, not applying to the really small child.

Be sure to tell him he must never tip his soup plate; also in eating soup to fill his spoon, dipping towards the farther side of his plate.

Soup and indeed all foods and drinks must be eaten without noise. Your child must also refrain from scraping his dish or plate.

If crackers be served with the soup course, they must not be put into the soup.

EATING SOUP

Soup is taken from the side, not the end of the spoon. Europeans use the fork exclusively for desserts, where ice cream follows the dessert before the coffee at formal dinners.

In Europe it is customary for each person at table to start eating when served, not to wait until all are served, a custom still observed in country districts and in some Western cities.

Bread is broken in small pieces and the pieces buttered, if butter is served; many Eastern persons, following European customs, do not serve butter at the dinner proper.

Your child must be taught never to stack the dishes. He must place the knife and fork together across one side of the plate.

It is necessary to be detailed in giving instruction on this important matter. Do not tell your child except as occasion arises.

Remember that example is the best

teacher here as elsewhere, and that a little child should be allowed to eat with father and mother at least once a day, in order that he may not acquire from servants undesirable table manners which it may be difficult afterwards to eradicate.

The toothpick is a necessary adjunct to a sanitary condition of the mouth, but its home is the bathroom with mouth water and dental floss. Only at the cheap lunchroom does it appear in the dining room.

To avoid accidental teeth-picking in public, keep your supply of toothpicks in a small box in the bathroom and instruct the children to throw them away immediately after use in some small receptacle designed by you for that purpose.

Teach your children never to eat outdoors in the city. To see little children in cities munching and chewing is a disgusting sight. The fact that your children are trained to eat only at meal times should prevent this ugly habit.

EXAMPLE

Ada May had received many “pen-nies” and nickels from her father by wheedling him and then going up to the corner store to buy cheap candy with the money. She always ate the candy on the way home.

EATING OUT OF DOORS

Mrs. May purchased some good candy and said to Ada: “I have here a nice box of candy. Of course on the days when you buy candy at the store you will not care for any of this, but other days I shall gladly give you some after every meal.”

Ada found the good candy so delicious that she didn’t care for the cheaper candy. Her eating on the street had been due to her buying candy at the store and not having the patience to wait for it until she reached home. Now that her candy was kept at home the eating on the street naturally stopped.

It may be said that in this case the child probably needed more sugar in her daily diet. In addition to giving the candy, it is wise to state definitely that it is vulgar and ignorant to eat on the streets, besides being bad for both teeth and digestion to eat between meals.

SPEAKING

LESSON 1

AIM

To prevent argument at table when your boy of ten to fifteen delights to argue.

DEFINITE INSTRUCTIONS

TALKING AT THE TABLE

Teach him to discriminate between argument proper, which is a perfectly friendly discussion of an abstract subject from different viewpoints, and a wrangling altercation which is a highly dis-

agreeable accompaniment to a pleasant meal, being unfavorable to digestion and disquieting to all present.

Avoid controversial subjects at meal times. Indeed, it is well to lay down a general rule that the children of all ages are to abstain in general company from all questions apt to lead to heated discussions, notably religion and politics.

If an argument actually begins, say:

“Well, Donald, this is a big subject. Suppose we postpone decisions until we can talk it over at greater length than is possible at table.

“It is interesting to know all the pros and cons of a subject, isn’t it? I believe there’s a book about ‘Aeronautics’ in our library belonging to Uncle Jim, that may clear up your point.

“We’ll both look it up before this evening and see which (if either) is right.”

“Yes, daughter dear, what did you want to say?” Turn to her politely as to a grown-up guest and smile, including all in the table talk, which is the polite custom. Of course, at a purely formal din-

ner, conversation is carried on in low tones only, with the guest seated at one's side.

Always insist on a low tone of voice and clear enunciation. Nervous people are apt to run their words one into another, so that it is frequently a difficult matter to distinguish just what they say. Of course you and your husband invariably speak slowly and without undue emphasis.

Teach your child to avoid eccentricities of gesture and utterance. An animated manner does not mean a head that nods or a body that writhes unduly to emphasize inexpressive words.

Never allow the food to be criticized nor remarks made as to what is to appear at table. For this reason it is desirable that children be kept out of the kitchen during the preparation of food.

In addition to arguments it is well to avoid unpleasant subjects at table. It can hardly conduce to appetite to remark while the family is engaged in demolishing sardines that "Mrs. Smith's cousin's

aunt's grandmother's niece died of appendicitis through swallowing the backbone of a sardine." It is always a sign of utter lack of imagination to discuss diseases, fires, street accidents or murders save in a suitable place from a scientific or sociological standpoint: at table it is nauseating, to say the least.

Encourage the children of all ages to talk freely at table. This is the only way to discourage slang and add to their vocabularies which, for some reason, are usually pitifully small and inadequate.

School does not give culture. It would be ludicrous were it not deplorable to see children come in declaring they "had 100 in language—ain't that fine and dandy?" and that they "hadn't went out for most a week, anyways, except, maybe, to school."

Only the constant overhearing of really cultured conversation can cope with the evil of the limited vocabulary which, liberally interlarded with slang, forms the linguistic equipment of the average American child. Can one wonder at the mistakes of even highly paid stenograph-

ers who have frequently never even heard of words in common use among cultivated people?

LESSON 2

AIM

To discourage careless speech in boy of seven years.

DEFINITE INSTRUCTIONS

“Mother never says ‘cuz’ for ‘because,’ does she? Perhaps father does?”

“I guess not,” grins the boy.

CARELESS SPEECH

“Well, dear, I do not think your tongue is made any differently from mine or father’s, and I know you can soon learn to speak all of your words just as grown-up people do. Father and I want to be proud of you all the time, and if you talk carelessly it makes us feel you don’t want to grow into a successful

business man, but I know you do and I'm sure you will try always to speak correctly. I'll help you to pronounce any word with which you have trouble."

COMMENTS

Here we have an appeal to his pride. A boy likes to imitate grown-ups. Reading aloud is an excellent antidote to careless utterance, especially if due modulation of tone be insisted on, as well as verbal accuracy.

The displeasing habit of contradiction grows out of a too prompt expression of a justifiable difference of opinion. Despite the discourtesy it involves, the bad habit should not be cured at the expense of free thought and frank discussion of the different views of a subject sure to arise in a home.

EXAMPLE

The Heffingtons were a lively, enthusiastic family group, sometimes called noisy by their friends.

At fifteen, Reginald, the older son, had so far exaggerated the family trait as to become positively offensive in contradicting people's statements right and left. Father was proud of his son's independent thinking, thereby neglecting every measure of self-restraint. Mother let the matter drift, until she finally came to this conclusion:

"Something must be done with Reginald. He is getting to be unendurable. I have a plan." She took the younger children into her confidence, obtaining their enthusiastic consent to hold a debate every Saturday afternoon. With this start she enlisted the father and the older son in the project. The first subject chosen was, "Resolved, that the houses in Bentonville should all be set back so that there will be a front yard at least twenty feet deep."

Some few rules were proposed for the debate. Mrs. Heffington made it a point to tell how to treat the statements of an opponent.

"When it comes to showing the mis-

takes of an opponent we dare not say: 'That isn't so,' and 'No, it isn't.' That is very blunt, therefore, impolite. Debaters always say something like this: 'My honorable opponent has said that so-and-so is true; I want to call your attention to the facts which prove the opposite to be the truth.' "

The discussion on this matter was allowed to grow until an agreement was reached among all concerned. It turned out to be a much better standard of conduct than that which was customary in the home. A day or two after the first debate Mrs. Heffington took occasion to say to the assembled family, "I believe our debate rule on how to discuss an opinion in which we do not believe could be used at the table pretty well."

COMMENTS

By a little skilful manipulation both in public and in private a new attitude in respect to contradiction was established.

LESSON 3

AIM

To teach a boy of fifteen to avoid the use of by-words.

DEFINITE INSTRUCTIONS

Give up at once all hopes of *driving* the boy in the direction of pure speech. Estimate the force of example set by his schoolmates. Also, watch your own speech.

BY-WORDS

If you can have a confidential talk on the matter, use statements such as follow.

“People judge us and treat us according to the language we use. I’m looking forward to having our family well received and well thought of wherever we go. It is very easy to pick up slang and by-words. Of course, I do not think that all expressive terms must be avoided, not

even that all slang is to be condemned. But you know the use of slang becomes a habit. And this habit handicaps us in our speech. We get into a sort of rut that it is hard to get out of. Educated people do not use slang nearly so much as uneducated people.

“Think it over and plan some answers for these two questions: What words of a very emphatic character shall we use? and, How can we avoid using them to excess? This is a part of your study in English, it seems to me. Perhaps you can find some good ideas through your English teacher.”

Let the matter pass for some time. You may notice a commendable self-restraint in the schoolboy. Do not mention the fact to him; that would show that you are watching him. After the effect of the first chat has waned, do not bring the matter up again, unless your boy broaches it himself.

“What does the teacher say on the use of by-words?”

At another time this little task might

be set. Note the boys of different ages and see if there be a set of expletives for boys in different grades.

COMMENTS

It is impossible to suppress the desire for forcible language. It is impracticable to eliminate all vulgarisms from the vocabulary of children. A mild stimulant toward the use of chaste speech, toward the development of lucid speech on legitimate lines is all that can be ventured.

The surest cure lies in pure English spoken in the home, plenty of free conversation and reading and a family spirit that makes a serious breach of good taste utterly unendurable.

If necessary to prevent your child monopolizing conversation, you may say:

A CHILD IN CONVERSATION

“Always be kind. Never hurt people’s feelings. It is very selfish to talk all the time of your own affairs. Let other

people talk. Be interested. You can learn many things if you listen."

By speaking thus you will avert that odious vacant expression some children assume when an older person is talking to them.

Apart from higher ethical considerations, alert interest pays. The boy with selfish absorption never develops into the man capable of winning big prizes in the commercial world.

Be kind, polite, considerate to your child, to your servants, to your husband. This is true courtesy, eliminating selfishness by substituting consideration for another.

INTERRUPTIONS

All children with active brains interrupt conversations, and when talking with grown persons break in before the adult has finished his remarks.

Many persons say sharply, "You shouldn't interrupt." Others become sar-

castic and talk more slowly on purpose (as it seems) to irritate the alert little brain and sharp little tongue at fault. That is a bad policy.

Say to your child, "Every time you interrupt anyone, say, 'Please excuse me for interrupting.' I know it is hard sometimes, when people speak slowly and perhaps think a little slowly, to be quite sure when they have finished speaking. Only try to make quite sure by *letting them talk*, as I taught you before—that is always a kind way. And if it is kind, it doesn't matter if it seems troublesome. It is sometimes a little hard to remember, isn't it, dear?"

It is well to base all courtesy on kindness. A boy may be inclined to scoff at taking off his hat, for instance, or, as in the present case, at waiting for the person speaking to finish his remarks.

But when you explain that the hat is taken off to show *respect*—in its highest sense—for a woman you rob him of his weapon of ridicule and at the same time teach him once again the true source

of real courtesy: polite, unselfish regard for another person's sensibilities.

THE CHILD AS HOST AND GUEST

Etiquette demands our arrival at social functions at, or a few minutes after, the time given on the invitation card. In the event of a formal dinner it is necessary to arrive strictly on time; otherwise it is apt to cause great confusion to the hostess, in arranging the seating of her guests at table. It is best in order to accustom the children to behave prettily when you have guests, to let them be present occasionally from their fourth year when you are entertaining company; they will thereby learn how to conduct themselves when visiting the homes of their friends.

Children seldom rise above their customary level and are apt to become unduly excited when visiting friends. Children love the excitement of going out to tea and the leverage of the much-enjoyed privilege can be applied as an incentive toward good behavior.

PROBLEM 1

“With my five-year-old boy, there is one thing I can’t control. He will use vulgar language. For example, we will all be seated at the table when Harry will say, ‘Gee, I had a great time with the dog! He raced all over the blamed yard with that darned old bone!’ He knows that I do not approve of this language, but he will repeat ‘darn’ in some other way just to tantalize. What would you advise under the circumstances?”

SOLUTION

First, play with this little fellow in a way that will cause him to think you are about the best friend he has. Spend a little more time with him than you have been spending, show an interest in him and thus get him to realize that you have in you the power to make him happy or deprive him of happiness.

Then, when he uses an objectionable word, don’t show the least bit of disgust

or annoyance. Simply get his undivided attention, have him come very close to you and after a brief pause, say in a very low voice and very slowly, "We will not say 'darn' any more. That is all I wanted to tell you. You can remember that, can't you?"

Immediately after saying this, smile and continue the play or say something which will show him that you have a truly friendly spirit.

Too often parents obey their natural impulse and show that they are provoked. It is common to hear expressions like this: "I wish you would quit using by-words. No one thinks it is a bit clever." But this has just enough sting to it to make a boy want to retaliate by teasing. The method described is much better because it gets results without antagonism. Both parent and child are on a friendly basis.

PROBLEM 2

"Please tell me how to impress upon my little boy of three years that he must

not say the bad words he hears older children say, such as 'devil,' 'fool,' and 'damn.' I'm afraid to try punishment as that will only tend to impress them on his mind and, in the hope that he would soon forget them, I have pretended to pay no attention to them except on a few occasions when I told him kindly that nice boys didn't say such things. My method is evidently wrong as he persists in saying bad words."

SOLUTION

The proper way to treat your little boy when he uses vulgar language is to pass over what he says for a minute or so, as if he had said nothing objectionable. Then, in a very friendly manner, ask him to come up to you. Sit down and in a very low, confidential way and very slowly, say: "Harold, I have something to tell you. Well-bred boys and grown people do not say 'damn' and words like that. From this time on, we must not say those words either. So, re-

member that, from now on. That is all I have to tell you."

As you say the last sentence, rise from your chair and begin to smile and talk to him about his play or something in which he will be much interested. This point is extremely important. If you show a boy that you are friendly toward him at all times, but, when necessary, tell him in a confidential way what you expect of him in the way of behavior, the chances are that your wishes will be respected.

If he should repeat some word that you have told him not to say, treat it as before. Your tendency, in holding these confidential talks will probably be to speak too rapidly. Don't do this, because you thus will lose much of the good effect. Talk very slowly and deliberately, allowing a little time between words.

Don't threaten anything. This will weaken obedience and result in secrecy. Simply let him understand what you shall confidently expect him to remember from this time on. In the meantime, let him

have a good time and show him that you are a friend worth having. You will thus secure good results.

LESSON 4

AIM

To correct habits of whispering and rudeness in an only child of ten years.

DEFINITE INSTRUCTIONS

Invite a well-behaved girl of nine years to a little tea party for two which you plan shall include pleasures your son will find very appealing.

Prepare him for her coming by saying:
“When Grace comes we must give her a very happy time, mustn’t we? We will help each other to make things pleasant for her.”

When all is ready Karl will anticipate the special contributions to the occasion with delight.

WHISPERING IN COMPANY

When the two are playing happily together, Karl may run to you and whisper. Listen to his request, but say in a *loud* whisper, "We must not whisper when we have friends with us," refusing his request. If he asks again in an ordinary tone, allow what he asks or give him something he likes even better. Always, *even when alone*, refuse requests made in a whisper.

Grace, being well trained, does not fly around the room like a wild thing, prying into books and fingering your cherished possessions. Therefore remark:

"Karl, why don't you show Grace the Mexican curios papa brought home?"

"As I know she likes pictures, she might like to see great-great-grandfather's miniature, because he knew George Washington."

After this he may show her his playthings. Always allow for children's restless love of change in play.

Karl may run back to you and report

in detestable, whispered tones some incident he considers ludicrous. Break off the conversation by saying: "Tell of that some other time, Karl. Grace must know the fun if there is any going."

Do not worry him by overestimating the subject of politeness. Only tell him when the guest is gone, or before you take him calling with you, that he must remember it suggests unkindness to whisper when others are present, for we might be criticising them; also it suggests great unkindness to laugh and whisper, too, for that intimates we are making fun of something our guests have done. Impress consideration also by example.

PROBLEM 1

"I have spoken with various mothers of well-behaved children and find they admit that talking at the table may increase the child's vocabulary but assert that, no matter how well young children be trained, they could not use judgment and the practice had to be discontinued.

What plan would you advise me to adopt?"

SOLUTION

As a regular policy children should sit at the family table, but they should learn not to monopolize the conversation. Sentences and silences—these are beautiful. Teach your children to speak when they have something to say—not just to think aloud. "Why don't you say something, Laura?" a grown-up asked one little girl in my presence. "Because," the wise child answered, "I have nothing to say." This child at least was not a chatterer.

For the sake of the health of the adults as well as for the sake of the joy of the children, weighty matters should not be discussed at the table. This too often is about the only time when all members of the family meet together and it should be an especially happy time.

In order to guard against too much talk at the table by children when there

are guests, say something like this to them: "Mr. and Mrs. Brown are going to be here for dinner tonight. We shall enjoy having them and all of us will have a good time together. You will want to listen well to what they have to say, for tomorrow I shall ask you what was the most interesting thing talked about, and to the one who can tell it best I shall give a present." Let the present be something that can be shared, such as candy, or a new game. Make it very clear why the prize is given. If there is only one child in the home reward him for remembering the conversation of the guests.

This method has a double value. First, it teaches the children that conversation should be interesting. Second, it makes them listeners instead of talkers.

With young children just beginning to talk, of course, this could not be done. It is a good plan when very young children are allowed to be at table with guests, to allow them to have all their meals at the time that the first course is served and

then excuse them from the table, as a many-course dinner tires them.

If parents habitually use good judgment in their speech and action in the presence of their children, and also use correct methods of training, the children will be found to exercise good judgment also.

The great mistake made by so many parents is to think of children as a nuisance. "What shall we do with the children?" is a common expression in some homes. And the children generally succeed in making their presence known.

The better way is to speak to the children beforehand, lodging some positive suggestion, and in a co-operative spirit establish in each child a mind set in favor of the desired conduct. Gain the confidence of the children and then tell them what you expect. If confidence is really established they very quickly will respond to your expectations.

PROBLEM 2

“My two grandchildren, a boy of nine years old and a girl of four, whose mother died a short time ago seem to take everything as a joke. My chief trouble is at meal time. Their father and my husband converse while the children giggle and make faces. I have tried sending them to the kitchen to finish their meals, putting them to bed earlier and other things as punishment but they are as bad as ever. How can I manage them?”

SOLUTION

When the children are rude at the table do not seem to be annoyed. If no one pays any attention to their rudeness in the matter of making faces and giggling, it will not seem so much fun to them. Showing them in any way that you are provoked will only aggravate the habit.

Have a talk with each child privately about what happiness it will be to make the meal time a pleasure to their father

and grandfather. Tell them what you are doing in the way of preparing food that they like and ask the children to think of a way to show how glad they are to have plenty of food and a pleasant place in which to eat it.

Let them help in the preparation of a food which their father especially likes—beat the eggs, bring the milk, grind the meat, etc.—and then be sure to tell their father in their presence that they helped you.

Whenever the boy does something for the pleasure or entertainment of his sister, praise him for it. Build up in the minds of both children the idea that to be helpful and kind to others is a source of great pleasure to themselves. Say to them such things as this: “I am so pleased because your grandfather has had a fine day,” or “I am so glad your father enjoyed the meal we prepared for him.” They will thus learn to be useful and helpful.

Punishing children in any way for doing such things as laughing at the

table only makes them like to do those things all the more. The method suggested above is the better plan, because it substitutes a new habit in place of the old.

COURTESY TO A GUEST

Do not use the word "etiquette" to children. They, being crude, resent abstract, good manners as silly or sissyfied, when they can easily be made to understand a breach of the laws of *kindness*.

LESSON 5

AIM

To prevent ill manners in receiving guest at railroad station.

DEFINITE INSTRUCTIONS

"Milton and Daisy, sit down in front of mother. That's right. You know Aunt Mary is coming this afternoon and

mother is very busy making her room pretty.

AT THE RAILROAD STATION

“I want you to meet her in the machine and bring her home and tell her how glad you are to have her come to us. Now, Milton, is there anything you can think of you might do at the station?”

“I could carry her grip, mother.”

“That’s right. Say, ‘How do you do, Aunt Mary. Let me take your grip.’”

“And couldn’t I take her umbrella and golf sticks?”

“You may take her umbrella if you like, but Milton can take the golf sticks.”

“And then we can jump in the machine and come home.”

“Yes, but you have left poor Aunt Mary on the platform!”

“What should we have done, mother?”

“Why, see that she is seated in mother’s place. John will wrap the rugs around her. Milton had better ride with John. Then you, Daisy, must be care-

ful not to step on her feet, but get in quietly and let Aunt Mary talk to you. If she doesn't talk, say, 'Are you tired, Auntie? Is there something I can do for you?' And don't say anything else.

"When you arrive home, jump out quietly and help Aunt Mary to the sidewalk. Take her things and open the door, Daisy leading the way, Milton behind, and say, 'Here is Aunt Mary, mother.' Do you understand, dears?"

"Yes, mother, we'll feel very grown-up."

"Glad I'll ride home with John," mutters Milton. "I know I'd tread on her feet."

"All right, son, you may ride with John!"

COMMENTS

This is a careful lesson in politeness in meeting a guest; a task difficult for children. Daisy has learned that consideration is the secret of true politeness everywhere.

If your children are encouraged to speak to you and talk freely, they will not be awkward when they appear before guests.

PROBLEM

“What would you do with a five-year-old boy like this? Last night just as we were starting out to the automobile he began yelling from across the street, ‘Aunt Mollie—Aunt MOLLIE! I said Aunt MOLLIE!’ After getting the desired attention of all: ‘Where are you going? Can I go ’long?’ He went along, but we hadn’t gone far before we wished he hadn’t. He’d open the door and stick his head out, and seemed to delight in interrupting adult conversation with his own remarks.”

SOLUTION

This little fellow has probably never been made to realize that his acts are anti-social. To change his habit, it will be necessary to reverse the results for

him. Beginning now, each undesirable act on his part should be made to work against his own self-interest.

You will be interested in the following illustration of the right method. A boy was climbing up one of the columns on a veranda while three other boys and a man were talking. The man wisely treated the boy in this. He said calmly, "Orville, you may come down now." Any well-bred boy would have responded to this friendly request but this boy had been trained to try others' patience. He looked around, grinned in a sheepish way, and after going a few inches higher, started slowly down. Nothing was said to him from the time the first command was given to him until he came down. Then the man said in a friendly way, "Come here." When he came, the man said after a brief pause, "You can act more quickly the next time. You may go home now." Immediately after saying these words, the man began ostensibly to play ball and have a good time with the boys who remained.

If you happen to be the parents of such a child, you should of course do more than merely see that he gains nothing by wrong behavior; you should tell him frankly just what will be expected of him. In using firmness, it is not necessary to lessen your friendliness. Show an interest in the child's happiness and treat him with full sympathy when his actions are approved. But be careful about showing "friendliness" at wrong times.

Did you ever hear a child set up a howl to go somewhere or do something after the parent said, "No"? And then did you hear the parent, either to avert a scene or to show "friendly consideration" or both, say, "Well, will you be a good boy if I let you go?—All right then, don't stay very long." This sort of thing is what makes the spoiled child.

After observing a spoiled child's actions for a half day, it is natural to think that a good "thrashing" is the only fitting thing. True, it would have a tendency to satisfy adult feelings, but satisfying the demands of one's temper is not

always the best thing from the standpoint of child development.

The method prescribed is proper because the child will soon change his habit in a natural way without antagonism or ill-feeling.

LESSON 6

AIM

To teach courtesy while assisting in the entertainment of guests.

DEFINITE INSTRUCTIONS

ENTERTAINING A GUEST

“ Marie, you will like to help mother pour tea this afternoon with Cousin Alice and Gladys. Be very careful to see that all the guests are seated comfortably and that all of them are well served at tea time. I want you to talk especially pleasantly to any guest who seems silent, or any stranger. Kindness again, girly. I think everyone who is

coming is well acquainted, but if you find anyone who seems 'out of it' sit down by her and try to make her feel how pleased we are she cares to come and see us. Now I know I can rely on you to be my little associate in giving everybody a happy afternoon.

"I know I need not remind you never to gossip with any lady. If someone says something about another, just say quietly: 'I like all my mother's friends.' She can say nothing after that."

Little ones are often a real menace as they rush along on roller skates, shrieking and yelling at the top of their voices.

Practical joking is an actual menace to public safety as well as being a serious breach of good form. Some mischievous boys love to indulge the habit, which is liable to induce injury—even death—in persons whose hearts are weak. It is a trick that must be stopped; the following example indicates successful methods employed by one mother.

EXAMPLE

PRACTICAL JOKING

Robert was a mischievous, careless, happy, fun-loving boy, inordinately fond of playing practical jokes. He had often almost frightened his timid little sister into convulsions, and the other feminine members of the family, excepting always his mother, suffered more or less from his pranks. His mother was much troubled as to what she could do to give the boy a serious lesson, especially as he seemed to forget her admonitions as soon as he was out of sight.

One evening she was standing upon the porch looking out into the quiet darkness of a moonless night, when she was startled by having a cold, wet cloth placed across her mouth; her waist was clasped by a boyish arm, which tried to be very strong and a gruff voice, with a suspicion of a squeak, whispered in her ear, "Don't speak or I'll kill you! Where is your money?"

Realizing at once that she had been mistaken for her younger sister, Robert's aunt, she quickly thought that this was the opportunity to give the boy his lesson. So, uttering a piercing shriek, she sank heavily into his arms, and falling from there straightened herself stiffly upon the floor of the porch and lay motionless.

The noise brought the other members of the family with a light, and Robert discovered that this time he had frightened his mother. He was horrified when he saw her with closed eyes lying so still, and began to feel that she was really injured.

"Mother! Mother!" he called. "Mother, why, mother, it's only me. Why, I didn't hurt you, did I, mother? Mother, are you dead?" A moment's silence, and then, almost beside himself with terror, he fairly shrieked, "Are you dead, mother? Mother! Mother! Are you dead?"

Slowly his mother moved her hand, slowly she opened her eyes, and slowly

raised her head, as her son, sobbing aloud, helped her to her feet.

“ I’ll be good, mother! ” he cried. “ I’ll never, never frighten anyone again. Oh, mother, mother, I’m so glad you aren’t dead! ”

COMMENTS

In this case the mother employed drastic measures, actuated by the real gravity of the habit to be dealt with. Sometimes homeopathic treatments are needful—that is to say, “ like curing like.” As practical jokers are seldom high types mentally, it is frequently impossible to treat them by reasoning, as one would more developed children.

We see, then, that the training in etiquette or good manners is simply a training in delicate consideration for the feelings and happiness of others; not an artificial armory with which we cover ourselves to face the foe called social usage. It is just true politeness, true kindness, delicately expressed. And as it is a men-

tal law that whatever we give out we also build into our own natures, so it follows that your child trained under this system to be polite and agreeable under all circumstances must needs develop ultimately into a beautiful, refined character.

2. ETIQUETTE IN PUBLIC PLACES

AT THE HOTEL

Much that is gained for the child by laws against plural marriage and easy divorce is lost when the family lives in a hotel. The chief argument against plural marriage is the fact that children need the care and companionship of both father and mother. This can best be furthered by a home—a place where the parents can be alone with their children. The gathering around the table is considered an index to the closest fellowship. The child reared in hotels misses nearly all the distinctly family traditions and ideals. Often he becomes a self-conscious, impertinent product of combined conceit

and egoism. Parents who are modest, intelligent and cultured in every way are able to train their children properly even in a hotel, but their task is much harder than it would be in a home of their own.

EXAMPLE

ON PARADE

Mr. and Mrs. Woodbury were staying in a New York hotel for a day or two, awaiting the sailing of a steamship for Europe. As they lingered in the public parlor, a woman resident of the hotel haughtily entered the room. She glanced over Mrs. Woodbury's attire with the air of a second-hand clothing dealer, changed the position of a book here and the arrangement of a flower there to show that she belonged to the place. Every time she passed a mirror she viewed herself in different attitudes. She finally drummed a few chords on the piano to show that she could probably play it. When her little girl of about ten years of age en-

tered, she too stared at Mrs. Woodbury long enough to observe that she was somebody new who ought to be impressed. She conversed with her mother as follows:

“Mother, is my sash all right?” It was very showy and carefully tied. Both mother and daughter glanced at Mrs. Woodbury to see if she had taken notice.

“Yes, dear.”

“I hope, for a change, they’ll have something fit to eat this evening.”

“I shall have to find a better place if they don’t,” said the mother, with an ill-concealed yawn.

The daughter now went to the mirror, where she fussed at her hair and clothes. She then said:

“I am going to play something,” with a slight emphasis on the “something,” as if she knew how to play endless numbers of selections.

“All right,” assented her mother. The girl played an extremely simple little piece and looked at Mrs. Woodbury for approbation. Her mother said:

“Don’t play any more,” to carry out

further the suggestion that the girl could play many pieces.

They next started a victrola, which stood in the corner of the parlor, quarreling quite sharply as to which record to use, the daughter finally having her choice as the mother said, "Of course you are bound to have your way."

They tripped gracefully across the room in step with the music.

"What do you suppose Mabel will have on tonight?" asked the child.

Mrs. Woodbury was relieved to see her husband approach, telling her the dinner hour had come, for this allowed her an escape from the society of these vulgar people.

Now, what ought to be done for a little girl who must associate daily with a child like that?

THE PROPER METHOD

In affairs of dress, be scrupulous in preparation when in your rooms, having the children fully up to the standards of

the day; then drop dress talk as you would drop the most private piece of business when you and the children are in the salon or on the street.

Interest the child in those sights for which the town is celebrated. For example, "While we're in St. Louis we must visit the Shaw Gardens; I want you to make a list of the giant plants that are so famous." Have some daily plan that requires consideration and involves something of permanent interest to the child. Substitute something of real value for the inane topics that dominate hotel life.

On an appropriate occasion say to the child: "Well-bred persons do not wish to attract attention. They may possibly exchange ideas on public affairs with those whom they know only slightly. But they talk about clothes and their own private affairs only to intimate friends."

When you notice some clear indications that the child is heeding your hints on behavior, say to her: "I'm so glad you kept your attention on our own affairs at the dinner table tonight when there

were some noisy people at other tables. Also that you did not talk about nesselrode pudding (when I know you don't care for it). If you always act as you have done tonight, father and I shall feel so proud of our well-bred little daughter."

Then, again, the spirit of independence frequently masquerades under the hideous form of "freshness" or impertinence, and this is tolerated by reason of laziness on the part of the parents, or incompetence and lack of knowledge in handling difficult situations.

This, of course, is eliminated by careful study of the methods used in this Course.

If you live in a hotel or apartment house, you may find it difficult to prevent your little boy and girl from playing noisily in the corridors, elevators and staircase.

Remember, city life wears on children; there is little scope for natural animal spirits and a child cooped up in a small apartment is apt to run wild when he has a chance. Therefore, do not scold your

child or be severe with him, but strive to meet the situation in the following manner:

LESSON 7

AIM

To prevent a boy of seven annoying neighbors in hotels and apartment houses.

DEFINITE INSTRUCTIONS

NOISE REDUCED

Call your child to you and look smilingly in his face. "Well, my child, I'm sorry Mrs. Atkins complained that you dropped apple parings on the staircase. It really is very dangerous and might cause somebody to fall and break a leg.

"Then, too, dear, you wouldn't think of dropping it in mother's apartment or on the street, since I showed you the boxes the city gives us for garbage, so that the streets may look pretty.

"It is well to think of the corridors

as you do of mother's home and the street, a place belonging to everybody in this big house; and therefore everybody's duty must be to keep it clean and neat and pleasant. Isn't that right, sonny?"

"Yes—but Mrs. Atkins said I was *noisy*," with aggrieved emphasis.

"That was because you blew your trumpet on the elevator. The elevator belongs to everybody here, so we must not act as if it belonged only to us. Besides, my boy, mother has told you *never* to make noises in the elevator and only to play with the trumpet in the park, where it can worry nobody. Then, when summer comes you will have all the noisy toys and play with them in the country. I have an idea! We will use the quiet toys in the city and call the others summer toys. Then when mother puts away her furs in moth balls, you will know that it is time to take out trumpets and whistles and drums and pack them up ready to go to grandmother's. Won't that be fun? Meantime mother knows her little boy won't want to act unkindly to the

neighbors, who have the same right to make happy homes in this big house as we have, and want to be quiet perhaps, because they work hard and are tired.”

COMMENTS

He will probably think it is good fun to have winter and summer toys. Any novel idea is appealing and children love to play packing up. He understands that to be truly kind is being truly polite and considerate of others. He may very likely forget and give an occasional toot in the passages, but if you say “Miles,” and look at him kindly but firmly, he will put down the trumpet and in time remember the sad truth that children have no place in the economic system of the city apartment house.

IN AN APARTMENT

Family life is a big problem when the home is in an apartment building. The size of the city does not much affect the

situation. The close proximity of a number of families creates the atmosphere of perpetual publicity sometimes to an almost unendurable extent.

EXAMPLE

The Eldredge family moved from a farm to town, taking temporary quarters in an apartment house.

Roy rushed to the kitchen the evening of the first day, saying, "O mamma, I can see right into the dining room across there. The mother has three children. They're eating. Just see what's on the table."

TOO MANY NEIGHBORS

"We must not pry into other people's affairs," said the mother, as she saw new questions of discipline in the house coming up for solution.

"There," said Guy, "they have a Victrola, I do believe. Listen. Isn't that glorious! We won't need to buy one as long as we stay here."

All these experiences and many more like them convinced Mrs. Eldredge that they lived in a community where their own rights and the rights of others were likely to be overrun.

Some nights the piano upstairs tinkled vapid rag-time until eleven o'clock, disturbing the elders until Father Eldredge inquired of a friend if there was any recognized time for piano playing in the morning and at night. The answer was, "The law says stop at 10 p. m., start at 9. But, bless you, they play any time they feel like it. You could try the plan of greasing the janitor's palm."

When Mr. Eldredge repeated this cheerful news, the matter was discussed in the family and the following decision reached:

"Anyway, Regent, who lives overhead, is almost an invalid and finds it necessary to sleep late in the morning. We won't practice until 9 anyway."

The boys consented to this because father had always been sensitive to sleep conditions himself and also was careful to

guard the sleeping hours of the rest of the family.

On Saturday morning Mrs. Pennington appeared on the back porch and said:

“The noise, ma’am, the noise! I just can’t stand it. It drives me plumb crazy. I live under you and I have *nerves*. Had the appenderceetis, one of the worst cases Dr. Cutter ever saw. . . . The pounding over my dining room. . . . It’s your kids. You make ’em quit.” And away she sped, having discharged a shot from a well-used rifle, if one might judge from the glibness of her tongue. The boys were forbidden to use their mechanical toys until some arrangement was made. Mr. Eldredge resolved to interview the janitor.

There was no delay after the tools and parts of the little machine were gathered up. Of course father talked the matter over when he came home at night.

“We’ll fix a place to keep your tools, etc. You can use a part of our section of the basement for a workshop,” declared the man with the receptive palm. Mrs.

Eldredge also planned to spend more time in the park. The boys went outdoors with her to shout and romp.

“Well,” she told her husband, “if you will come promptly from the office we can all go to the park for a romp and for tennis playing. Will you do your part?”

A better state of affairs ensued by thoughtful provision for every possible convenience in the cramped quarters available.

Guy and Roy fell in with the program of moderate noise and due consideration for the rights of others because their own privileges were recognized by father and mother.

IN THE STORE

Grave discourtesy is frequently shown by children in department stores. Not only do they run around, charging into shoppers and clerks alike, but they touch and soil and even upset the goods on the floor. Delicate chiffons and laces are ruined in this way.

Many of the larger department stores in cities cater to the restlessness of small children—and incidentally the selfishness of mothers—by providing playrooms filled with almost every indoor device attractive to little ones. But as many stores do not make such provision, it is well before starting on a shopping expedition, to speak to your seven-year-old child about the matter.

LESSON 8

AIM

To secure good conduct when visiting a store.

DEFINITE INSTRUCTIONS

“Mary, we are going to Brown and Smith’s this morning. Mother has to buy a dress for herself and a coat for you.

“Daddy will give us luncheon, and we shall have a very happy time. Would you like to take Claribel (the doll) and

play with her while mother does her shopping, or stay at grandmother's? If you come with me to the store you must be sure Claribel behaves properly. She is such a good baby, I think if you hold her nicely, she will sleep while we sit quietly and do our business, don't you? Mr. Brown may remember Claribel because she came from his store."

COMMENT

You imply that Mary will certainly be good and play nicely with her doll, offering her a chance to avoid going to the store. You seek her co-operation by the tactful use of "our" in speaking of your business, appealing to her pride in the matter of keeping "Claribel" good.

It is taken for granted that your own manners in dealing with salespeople are irreproachable, that you are not one of those discourteous, unfeeling women who turn over half the stock in the store and then nonchalantly buy a package of hairpins, or say, "I was just looking

around.” Such persons cannot have polite, considerate children, for they are inconsiderate themselves.

Also, that if for any reason you are dissatisfied with a purchase and return it, you speak quietly and politely to the young woman in the “Complaint Department.”

COURTESY TO CLERKS

Courtesy to the clerks behind the counter is another matter in which you alone can set an example for your little one. To cause a girl or young woman with little opportunity for rest during working hours to haul down bale after bale of goods, and then leave without making any purchase is nothing short of rank cruelty. When she loses a sale she is censured by the floorwalker, and in addition to that you may cause her back to ache in a manner that would send you to bed.

LESSON 9

AIM

To teach consideration in shopping to an adolescent girl of seventeen.

DEFINITE INSTRUCTIONS

“ Daughter, I hope next time we need not give that nice blonde girl so much trouble about a sweater. You know you take a thirty-six size, also you knew before you went there just the color you desired.

“ The moment you realized that color was not in stock in your particular size, it would have been well to say, quietly, ‘ I am afraid you have not just the one for which I am looking. It must be a particular shade, because it is for a college club. I am sorry. Please take no more trouble, as I am sure those will not do.’

“ I know how I would feel if you were compelled to work in a store and come

home utterly worn out every night with your feet sore from standing nearly all day and your arms and back aching from carrying heavy goods."

"I never thought of all that, mother. I'm sorry."

"I know you didn't, daughter. I mention it only because these things must be remembered if we are to be truly polite, kind and considerate. Half the evil done is due to thoughtlessness; but a well-bred woman—that is, one carefully trained to act toward others as she would have them act towards her—must always think, for that is the difference between a really educated person and one who has had no advantages of mental training. Be always utterly kind, dear, and some day you will be a really noble woman."

COMMENTS

These ideas will teach her to avoid the sins of nine out of ten women shoppers; incidentally she will learn the real mean-

ing of courtesy. You have explained, not scolded. This is truly constructive training.

That ill-trained children develop into ill-bred men and women is evidenced by the following example:

EXAMPLE

A young woman writer was engaged in editing certain papers at a private desk in a public library.

THE PUBLIC LIBRARY

An habitué of this library, an elderly ex-school teacher, paused one day as she carried her load of books from the desk to the reader's table and dumped her books on the writer's private desk, completely shutting out the light, and proceeded to rearrange her papers without one word of apology.

The writer happened to be a gentlewoman and said nothing, but she could not help wondering what manners this

discourteous person during the years of her teaching had induced in those committed to her care.

COMMENTS

This story shows that parents must be prepared to fill in the cultural gaps left by the uncultured teacher in the public schools.

It is well to exaggerate politeness in the home circle when guests are not present. Otherwise, there is apt to be a crudescence of that odious farce, "company manners," every time a visitor appears upon the scene.

These are the antithesis to the very foundation of true good feeling—a thing so detestable that it seems an insult to mention it in this context, but for the fact that it exists in homes where one would as readily look for it as one would for soiled handkerchiefs or dirty nails.

AT CHURCH

Good manners are particularly essential in church.

COURTESY TO OTHER WORSHIPERS

On entering, always teach your children to look behind to see that they do not slam the door in anyone's face, but hold it, politely smiling; and, in case the newcomer be a woman, hold it for her until she has passed in. This rule applies equally to the wife of a rich merchant or a negro janitor.

To whisper and laugh or giggle (a fault common to adolescent girls) is the height of bad form, not to be tolerated for one moment.

It is foolish to take a tiny child to church, as it is apt to whimper and disturb the whole congregation.

If the child is fidgety, give him a pretty picture book, or a colored pencil with which to draw pictures. If you have taught him the hymns the child will enjoy joining in them.

Never allow adolescent girls to turn around and stare at persons entering later. It is an outward sign of a gossiping mind; a gaping at clothes usually

followed by a detestable nudge and titter.

A wise mother seats her children between herself and her husband, while the little ones may be quite happily placed with special reference to their taste, nearest father or mother.

The following example is a fine suggestion for dealing with laughter in church.

HOW ONE FAMILY DID IT

Mr. and Mrs. Elwood and their four children were leaving a western city for Pennsylvania. They were at church for the last time in the old home place, and many people were saying good-bye to them. The last person who came forward was Mrs. Norris, and her six-year-old son, Ned.

Mrs. Norris repeated in substance what others had said that morning when she told Mrs. Elwood: "How we shall miss seeing you in your well-filled family pew! Your children are so well behaved

in church; how did you train them to keep such good order?"

"I don't know. I've never expected anything else of them," said Mrs. Elwood. At this last question several women turned back. They were much interested in the subject of church behavior.

The minister, Dr. Layman, who had been talking to Mr. Elwood, said:

"I think I can answer your question in part, Mrs. Norris. I've watched this family for two years. May I tell her what I think, Mrs. Elwood?"

"Of course," said she.

"Well, in the first place, Mr. and Mrs. Elwood are always here on time and yet not long enough to let the children get restless before service. As soon as a song or scripture reading is announced, these parents turn to the number indicated and see to it that every child—even baby Nellie—has an open book. The parents read or sing and every child that is old enough imitates them.

"The children follow their parents' ex-

ample, too, in the matter of attention. I always know that when I look into their pew six pairs of eyes will meet mine. If you'll pardon me, Mrs. Elwood, I'll say further that I am sure these people do not discuss what people wore at the church services after they go home, for they don't seem interested in that subject here."

After Dr. Layman had left, Mrs. Norris remarked, "I'm sure he's right, but are you never amused at what happens in church?"

"If we are, we laugh and get over it. Do you remember our Chicago experience?" said Mrs. Elwood.

Ten-year-old Nina said, "We'll never forget that. Tell Mrs. Norris about it, mother."

"Well, a year ago we visited my sister in Chicago and went to church with her. The church was a massive structure and the janitor, a cat fancier, lived on the third floor in the church building.

LAUGHING IN CHURCH

“The congregation was singing with the choir and just as they sang ‘to mansions in the skies,’ the man in the pew in front of us gave an upward leap and a screech, dropped his book and thrust out his arm, hitting an elderly lady just in front of him a stroke in the back. She sat down infuriated, and her daughter beside her shrieked.

“It turned out that the janitor’s brown angora cat had followed him into the auditorium early in the morning. The cat was not seen as it was curled up under a seat asleep on the brown carpet. Music awakened the cat, which made a dart at the gentleman’s swaying shoestring as he kept time with his foot to the music. This man had a cat-fear . . . and the rest followed naturally.

“Now, my children and I sat immediately behind this man and we all simply roared. I didn’t try to stop the children. I even urged them on. By the time the janitor had put the cat out and

order was restored, they had finished laughing and were ready to attend to the services.

“And that reminds me that we were once too amused to go into church for a while. That was when we were living in Japan and wished to set a good example to Japanese worshipers.

“Mr. and Mrs. Holland had come to visit us. Mr. Holland was obliged to go back to his church on Sunday morning. He was going to a station in a rickshaw (a little top buggy) drawn by a man and a dog. The dog had on breast harness and was hitched in front of the man. Mr. Elwood on his bicycle was going with Mr. Holland.

A LUDICROUS COLLISION

“As they went down a side street a dog rushed out from a house and quick as a flash attacked the hitched-up dog. The two dogs tumbled and tripped the Japanese who was pulling Mr. Holland. Down went the Japanese, rickshaw and

Mr. Holland, and Mr. Elwood rode into the struggling mass and with his bicycle landed on top of the rest.

“The two dogs, three men, rickshaw and bicycle made a ludicrous mess. Mr. Holland said, as he ruefully gazed at the spot where he had landed in the mud, ‘Japan has made a profound impression on me, but this is the first evidence I have had that I have made an impression on Japan.’”

Mrs. Elwood continued, “Now, Mrs. Holland and I viewed this mix-up from the street where we were going to church with our children. We simply didn’t try to go into church at once. At the risk of being late, we walked on a block or two to give the children time to talk about it as much as they liked and laugh about it to their hearts’ content before trying to be quiet in church. As soon as the conversation turned to other topics we walked back to the church, where the children behaved as well as usual.”

ON THE STREET

Some children will look in at people's windows. These children usually come from homes where mother is interested in the doings of the neighborhood. As you will naturally never listen to gossip of any kind, you will stop the habit by telling them you do not care to hear about anyone's homes, their doings, what they eat or what they wear.

Be sure to teach your son to take his hat or cap off immediately when he enters a strange house by insisting on a similar courtesy in your own.

With regard to the removal of wraps: At formal luncheons, especially in the East where European fashion is the criterion of smart society, you will notice the women do not remove their hats. This, of course, you will tell your adolescent girl.

INTRODUCTIONS

You will also tell her that introductions (which should be made in a clear,

distinct voice) are made thus: "Miss Jones, may I introduce Mr. Smith to you? He knows Richmond quite well and I think you probably have mutual friends."

Never introduce the girl or woman to the man unless he be a very old or renowned person. Always introduce the unmarried woman to the married; the younger to the older.

All these points are essential to the development of an adolescent girl, marking her out as versed in the observances of well-ordered society.

Staring, whispering, loud laughter are intolerable. The first suggests incurable provincialism and extreme ignorance; the second, that unkind remarks are being made of some person in the room; the third, that the person laughing is embarrassed by being at a reception for the first time, and is, therefore, utterly uncouth from self-consciousness.

AT THE ENTERTAINMENT

LESSON 10

AIM

To teach your children of all ages to keep silent during music, reading or other entertainment.

DEFINITE INSTRUCTIONS

Remember that if you want people to like you you must learn to pay attention to what they say.

POLITE LISTENING

“A good listener is far more rare than even a brilliant talker. If someone is kind enough to read aloud, listen attentively, and never be so unkind as to speak or smile at one another or whisper. That makes it appear that the efforts of the entertainer are in vain; that we are not interested. It is also very discourteous,

although many people do it, to talk while someone plays the piano. People seldom talk during songs, but are extremely thoughtless of the poor pianist who must feel uncomfortable, at least, to find no one paying the slightest heed to the music. You and I love music too well to disregard it, but I speak of this because others might draw you into conversation. If they do, just say brightly with a smile. 'We must not miss this delightful music, must we?' "

COMMENTS

This is a sorely needed lesson, as many persons start a particularly lively conversation while the pianist plays his preliminary chords.

LESSON 11

AIM

To protect a child of ten from the bad example of his schoolmates with whom he attends the lecture course entertainments.

DEFINITE INSTRUCTIONS

ALL SIT TOGETHER

Father: "I believe it would be a fine thing for us all to sit together when we attend the Symphony Orchestra performance next week. Between numbers there are some things I want to speak to you about."

Mother: "That's a good idea. I propose that we remove our coats before taking our seats. It is so annoying to others for us to have to struggle with the overcoats when taking our seats."

On the night before starting, mother says:

"Children, have you had all you want to eat? If not, get it and eat it now."

We will not have any eatables this time when we are trying to enjoy the music. If you have any peanuts, eat them at home."

Someone complains, "But the other boys all eat while the music is going on."

"Yes, I know. I heard some men speak of this only yesterday. They said, 'If you want to see a bear garden, come down to Miller's Falls sometime and see the natives at one of their music shows. Eat? You would think you'd been invited to a church supper.' Now, I'm determined our family shall not form a part of the munching crew."

A wave of self-satisfaction will sweep over all the family if the women already have their hats removed when someone from the platform announces that ladies are requested to remove their hats.

ATTENTION!

If the ten-year-old child turns about and begins playing with another child in

a rear seat, find something to attract his attention toward the front of the auditorium. You may say, "Can you tell what that little cherub is doing away up there on the curtain?"

The child may not know what a cherub is and the explanation will occupy some time.

Should the disturbance occur during a selection from the orchestra, whisper in the child's ear:

"Listen and see if you can hear those big instruments played by the men who are standing and playing."

Avoid repressive measures, as they may provoke an outcry, making matters worse.

COMMENTS

The family is all engaged in improving behavior at the entertainment, so that any special attention given to the ten-year-old does not hurt his feelings. Moreover, by following the plan proposed, family interests are substituted for

the fascinated gazing at the misbehavior of schoolmates.

Effort to help the child discover something of interest is eminently wise and profitable. Much of the listlessness and inattention during attendance at public affairs is due to inability to discover matters of interest.

HONESTY AND THRIFT

For I am armed so strong in Honesty
That they pass by me as the idle wind whom
I respect not.

—*Shakespeare.*

HONESTY AND THRIFT

1. TRUTHFULNESS

Professor Earl Barnes has said that a lie from a three-year-old is normal; from a six-year-old, unimportant; from a nine-year-old, serious; from a twelve-year-old, tragic.

LESSON 1

AIM

To inculcate absolute truthfulness from the start by being absolutely truthful yourself, making truth attractive.

DEFINITE INSTRUCTIONS

THE TRUTH ABOUT THE JAM

Your boy, aged six, comes to you with marks of supposedly removed preserves all over his face. Do not alarm him by

saying, "Alonzo, you have been stealing preserves."

Say, "Alonzo, come along and mother will wash your face. You are far too smeary to be kissed. How did it happen, son?"

A muttered: "I d'know."

Wash his face and then sit down and take him on your lap. "What kind of jam was it, son?" very quietly and *not threateningly*.

"Strawberry," he says, his eyes big and a laugh struggling with the shame on his face.

"That's my brave boy. Always tell mother the truth. She knew you would." (Kiss him.) Then say, "Now, mother wants Alonzo to be a big, strong man like father when he grows up. If he eats between meals he never can be. Besides, dear, when the jam is on the table it is yours and brother's and sister's—everybody's. I give you five cents every Saturday, don't I?"

"Yes, mother."

"Well, if father used up all the money,

he couldn't give me any, and I could give you none. You see, it is necessary that we keep some money and food, too, on hand so that all of us can share in it. So if you want to keep well you won't eat between meals and if you want to divide up the good things you will save the jam till we are all at the table."

COMMENTS

Such a method prevents a lie by assuming that Alonzo is going to play the man. His self-respect, the crux of every psychological difficulty with children, is not lowered. You took the attitude of his not having realized what he was doing and that once he knows he will not repeat his little offense. You did not terrify him into enduring deceitfulness through dread of consequences.

Alonzo is forced to think. That way lessons are remembered and bear fruit. His self-respect is left intact. Therefore, he will be too proud to do it again.

EXAMPLE

HONORING THE CHILD'S SELF-RESPECT

Little Anna, her sunbonnet in her hand and her hair bobbing in the wind, came flying across the bridge, the short cut from school. "Dadda, Dadda!" she called, out of breath. "Dadda! I want you! Oh, where are you, Dadda?"

Then she caught sight of him, out under the big trees on the lawn, and flew sobbing into his arms. "Dadda, please," she said, as soon as she could speak, "please promise me something."

"What, daughter?"

"Dadda, I was naughty in school to-day, and I don't want you to know what it was that I did. You would never," hesitating, "never love me any more if you knew. I'll be good; I'll never do it again; but please don't let teacher tell you about it. Please, Dadda! I'll be so 'shamed if you know! You won't hear her, will you? Oh, here she comes!"

Colonel Gordon, with a reassuring pat

on the shoulder, put his motherless daughter down from his arms and rose to meet the teacher.

“Yes, Miss Jones,” he said, gravely, “I know that my little girl has been naughty in school today; she is sorry, but she feels that she will be disgraced to have me know what it was that she did. So, in order to save her self-respect, I will ask you not to tell me about it. She will not do so again, I am sure, and tomorrow she will come and talk with you frankly about it.”

Next morning Anna went to her teacher. “Thank you for not telling father, Miss Jones. He would be so ashamed of me. I couldn’t stand it to have him know. But when he was so good not to let you tell him about it, I’m sure that I’ll never, never tell a lie again. I couldn’t.”

COMMENTS

This father was wise with a great wisdom. By such an action he would not only prevent further untruth, but he

would endear himself to his child in such a manner as to make her fly first to him in a matter requiring his real help and co-operation. Her sense of his high standards would furthermore act as deterrent in any great temptation to which she might later be exposed.

Be very careful you are a truthful thinker yourself. Much confusion exists in the minds of many persons as to the difference between truthfulness, *i. e.*, sincerity and—what they term—flattery or lies.

For instance, when a person is unduly rude to another by making an uncalled for, insulting, personal remark, she prefaces it by “if you want the truth.” This person calls any kindly speech—equally true, but omitting what is contrary to good taste, decent feeling, and true charity—“fulsome flattery.”

A plain man has a wonderful voice. It is *equally true* to talk of his beautiful voice or to dwell on his homely features. The only difference is that of good feeling versus ill-natured, tactless brutality.

That a truth is impolite and a lie pleasing is a false premise. Small insincerities such as "not at home" and "glad to see you"—all these are absorbed by children and are grouped by them under the general heading:

"Mother does it herself."

CAUSES OF LYING

Remember, too, children lie primarily:

- a. Through fear of punishment.
- b. Through boastfulness, *i. e.*, insisting on being hero of every episode, being in a perpetual spotlight.
- c. Through esthetic realization that life does not always handle facts artistically.

PROBLEM

"I have a boy of ten, who cannot speak the truth. He will take things and with the most innocent look tell you he knows nothing about it. He was in the 'Home' for a year and in spite of all the methods which the governess used, he came out

much worse than when he went in. Please tell me how to reform this child."

SOLUTION

Corporal punishment is used rather freely in most of these "Homes." The boys, who are not always supervised in the way that they should be, get into mischief and in order to avoid the usual consequences, they very naturally falsify. And whipping a boy for falsifying generally makes him worse.

To overcome this habit, it is necessary to map out a positive course of action which involves some responsibility on the boy's part. Let the ten-year-old boy in question deliver some daily papers in his home town. This will put a daily responsibility upon his shoulders. His customers will expect the papers and he will be obliged to deliver them on time. He will learn to know the value of a dollar by earning it. He will have to do his collecting in a business-like fashion. This, especially, will be just what he needs.

Do not talk to him at all about dishonesty and speak of honesty only indirectly when talking about building up a big business, or when you are talking about some other advantage which comes from being absolutely fair and honest.

When the boy was in the "Home" he was distrusted; he was looked upon with suspicion. Just the opposite attitude must be maintained now. He must gradually be shown not only that you believe in him but that others trust him. If you succeed in getting him interested in a paper route, you can make it a point to tell him that Mrs. Jones thinks he is about the finest boy that ever lived, that Mrs. Smith said he was going to make a good business man because he is so fair and honest in his dealings with people.

In trying to interest him in securing a paper route, do not appear to be too anxious yourself. Simply talk it over with him and try to rouse him to create his own enthusiasm. The best way to approach the matter is through the medium of something in which he is already in-

terested. For example, if he is anxious to have a bicycle, ask him questions about what kind he would rather have, and how much money it would take, and then from this point lead up to the paper idea.

Do not ask a boy of this sort to make any promise unless under exceedingly favorable conditions. When he does promise a thing, see that he carries it out.

Make it a point, whenever circumstances permit, to show a proper example in regard to your own honesty. If you happen to owe someone ever so small an amount, for the sake of the boy's training, if for no other reason, go out of your way if necessary to square it up. Always act quickly in regard to every obligation.

When eight years old, my father sent me to a hardware shop a half mile from home to buy something which cost five cents more than I had in my pocket. The clerk said that it would be all right, that I could simply take along the purchased article and pay for it later. When I reached home and told father that we

still owed a nickel, he sent me back with the money at once before he would allow me to have my dinner. It seemed a little foolish at the time, but running back that half mile with a nickel had the effect of making an indelible impression on my mind, and to this day, I have been influenced by father's strict policy and example.

LESSON 2

AIM

To make truth seem the gladdest way, to show that lies and dishonesty are awkward—a girl of seven.

DEFINITE INSTRUCTIONS

Your girl runs to you and hides her face in your lap. Say, "What's the matter, dearie?"

"Mother, I'm sorry now, but I took the picture out of Grace's book at school.

"She asked everybody if they'd seen it. I know she thinks Teresa has it. But

I have it. I said nothing. Now I don't know what to do."

MAKING TRUTH DESIRABLE

"I am glad you told me, daughter. Now we must just think how best to give it back to poor Grace. I won't scold you because you are quite unhappy enough already. And although you did not think of the other children, you are mother's own brave girlie now, who is *really* sorry and will never do such a thing again.

"I am very sorry about this, dear, because father bought you that picture—a larger copy than that in Grace's book—for your birthday, and now——"

"Oh, I don't want it, mother. And I don't deserve it, do I?"

"I do not think it would help you to be happy now. It is a pity, dear. Now tell mother how you came to take it."

"It was on the floor by Grace's desk, and I picked it up and I wanted it *so*, I couldn't give it back to her."

“Well, it is very sad. But dry your eyes now and plan how we can best give it back to Grace.”

“May I take her some flowers, mother, just to show I’m truly sorry?”

“You certainly may. And it’s a fine thought, dear. Go and kiss her and ask her to forgive you. Mother believes in her little girl and is sure she will never take things that don’t belong to her again.

“And I’m sure you must understand how dreadfully those little girls and boys would have felt if they thought Grace imagined they had taken it. Never, dearest, let another suffer for wrong you have done. That is the coward’s part, and mother and father’s girl must be brave always; never a coward.”

COMMENTS

In the case of the child taking the picture, opportunity and intense desire were the causes. The greatest wrong done was causing the suffering of others. You have made the worst features plain to

her and shown her that because she is a girl she need expect no more consideration for being cowardly. Also that restitution is an integral part of true repentance for wrong done.

LESSON 3

AIM

To help a child to distinguish between fancy and falsehood.

DEFINITE INSTRUCTIONS

A WILD IMAGINATION

The boy says, "Mother, I saw the fairies dance on the grass last night. It was just as I left the window to fly up to the moon."

"It looks cold up in the moon, my boy. What did you do there?"

"Oh, I just ran around! It's green and white with lots of little black men with round heads like tennis balls, running in and out of holes."

“What fun! Let’s play going to the moon when father comes home.”

COMMENTS

By taking the matter as a game you eliminate any possibility of fancy and truth being confused in the boy’s brain. But never allow sentimentality. “Little Birdie lets his mother wash *his* dear, little facie,” simpers the foolish mother. Is it to be wondered at that Algie says he saw “Mother Birdie” spanking her nestling? This is an utterly wrong way to talk. Nature study is full of real romance, poetic and tender! never spoil natural history by sentimentality.

CULTIVATE A SENSE OF HONOR

If you will cultivate a sense of honor you will find it the best preventive of deception. You may say:

“Now, daughter, mother is going to be out all afternoon. She is going to visit grandmother. Mother will put you

in full charge of the house. Here are the keys of the cellar and pantry. If you are hungry, you can find the apples. Don't let brother eat any pie."

By so speaking you put the girl on her honor. Her pride is aroused by the important responsibility of being in charge of the house—and keys. Your positive attitude presumes she is above being interested in pie herself; that you would not dream of suspecting her. She will cooperate with you in caring for the house and baby brother until you return.

It is necessary to give wholesome tone and honest viewpoint to the adolescent, when he is called to settle definitely some of these moral issues dealing with truthfulness. Suppose the son says, "We are going to debate, 'Is a lie ever justifiable,' mother. Isn't that interesting?"

This slightly morbid introspective subject will appeal to adolescent imagination. Say, "I don't think it can be, do you? You know we have agreed so often that a lie is cowardly. Nothing can ever justify cowardice."

“I’ll work that up. That’s a good point, mother.”

Your argument is sound, one that will serve the situation, although for your own satisfaction or should he question you more closely, not from the viewpoint of school debate, but as an abstract proposition, you may make the following points:

A LIE NOT JUSTIFIABLE

A lie *as a lie* is never justifiable. A lie to save one’s self from the consequences of one’s own action is *never* justifiable. A lie involving the suffering of another person is never justifiable. But a point blank refusal to say anything to incriminate a comrade *is* justifiable. To refuse absolutely to give another fellow away by tale-bearing *is* justifiable.

To lie by silence to save another *may* be justifiable provided the subsequent punishment for the action does not fall on an innocent person.

The point is so subtle that it is certainly best to leave it well alone. Try

to focus attention on less delicate questions.

We have remarked that a boy lies primarily from fear of punishment; this is well illustrated by the following case where a mother unversed in child training, as she was in the most elementary laws of psychology, induced an untruthful habit of mind in her boy, aged nine years.

EXAMPLE

FEAR CAUSES LIE

Mrs. Young was called to the front of the house just after she had placed a box of delicious, big black cherries on the table. Turning to nine-year-old Leslie, who was near, she said as she shook her finger at him, "If you touch these cherries while I'm gone I'll spank you!"

Now, Leslie was adjusting his roller skates and would not have noticed the cherries if she had not called his attention to them. He now eyed them critically. How plump and juicy they

looked! How beautifully arranged in rows! If one were taken out of the top row could not one from beneath be made to take its place, he wondered. He would try it. He plumped one into his mouth, seized one from the bottom of the box, filled the gap made. It worked so beautifully that he tried it again and was just trying to fill the second gap when Mrs. Young returned. Hearing her coming, he was intent upon his skates again when she entered and soon went outdoors.

"Leslie, come here," called Mrs. Young five minutes later. "Why did you eat some of these cherries? Now, I've got to spank you!" she said.

"I didn't eat a one. The box fell off the table and I put 'em back the best I could."

"But some are gone. I know you ate them. Come here."

After the spanking, foolish Mrs. Young said, "I don't care half as much for your having a few cherries as I do for the fact that you lied about it."

COMMENTS

This good woman left a wrong suggestion when charging her son to avoid touching those cherries. If she had had a proper method no word need have been spoken at the time.

Then, when calling him to account, her savage manner was a direct and inexcusable cause of lying. If the proof was conclusive, no accusation was necessary. Perhaps a sensible woman would make no attempt at punishment, but blame herself for allowing the cherries to remain in sight unless she were assured that they would offer no temptation to her son.

THE BOASTER LIES

In this case the child lied from fear of punishment and stole the cherries from a false association of ideas due to his mother's suggestion that small boys cannot be left alone with inviting cherries and escape scathless. Her assumption of evil was fruitful of wrong action. The cause

and effect work out as perfectly as a problem in algebra. Parents like this one provoke wrong-doing by lack of knowledge of human nature and an unsympathetic attitude toward their children that can only provoke an unsympathetic attitude toward themselves and all high ideals. The boy who lies through boastfulness is easily cured of his habit if he can learn that real valor needs no "press agent" work on his part. The following story shows how a wise mother dealt with such a problem.

EXAMPLE

The outside door to the hayloft of Mr. Taylor's barn swung open. Gerald Taylor, with two boy friends about ten years old, stood just inside looking down to the ground. Mrs. Taylor, who sat paring apples on the back porch, heard Gerald say:

"Aw, go on and jump down, 'fraid cat. What are you 'fraid of?"

"It's—it's far down there," said the boy.

"Oh, gee!" said Gerald, "you call that far? See that little window way up there in the attic of the house? Well, I jumped out of that last night."

Now, the window was stationary and Mrs. Taylor knew Gerald was telling a falsehood.

Soon the boys sauntered up to where Gerald's cross-bar for gymnastic exercises stood in the yard. Mrs. Taylor looked away from the boys but listened. Gerald said:

"Aw! Can't you chin it more than five times without letting go? Why, I can chin it twenty times, hand running." Mrs. Taylor had seen him with difficulty chin it seven times, never more.

"Let's see you," said one of the boys.

"Let's get a drink," replied Gerald.

A tin cup hung on the pump. One boy drank half a pint.

"Is that all you can drink?" said Gerald. "Why, I often drink two pints right down."

Groaning in spirit, Mrs. Taylor realized that Gerald was boastful to untruth-

fulness when with boys. After supper she called him to her and said quietly, "Do you know that mother wants to feel proud of her little boy? She has just been reading such an interesting book. It is about a great French hero, who lived in the middle ages, long, long ago. He was the bravest knight of his time; no one could stand against him in tournament or battlefield. But what do you think was the most wonderful thing of all about this great knight, Gerald? Well, it was his wonderful modesty. He never boasted. People who met him, not knowing with whom they spoke, found a quiet, plain young man of few words. I think he must have been like our Lincoln, don't you? Oh, how proud I should be to be mother of a boy like that!"

COMMENTS

This mother showed him how really great and brave men act. She did not scold him; nor did she tell stories of truth-telling, realizing that his lies were

effects of boastfulness, not *causes* of any other fault.

As an instance of the child lying from an esthetic desire to sweeten a sordid daily life we may adduce the following instance.

EXAMPLE

FALSEHOODS FOR EMBELLISHMENT OF LIFE

Violet Rydell, aged nine years, was a thoughtful child. Her face lighted up when she saw something really beautiful. She delighted in flowers, pretty frocks, music, nice food. Her mother was too overworked and discouraged with disappointments to give any heed to beauty or ugliness. Cheapness and serviceability were the only characteristics of merchandise which interested her.

Violet despised her coarse, ready-made clothes and longed for a dress such as she had seen displayed in a store on Fifth Avenue.

One day at school a playmate was telling Violet of a new dress her mother was having made for her. Violet said, "Oh, I have a cousin who has a dress like that, only hers is trimmed with lace in scallops round the skirt." She went on to describe this cousin's dresses, jewelry, hats. She told of the parties she attended and the sights she had seen. And the cousin was absolutely mythical.

One day a girl friend who was visiting Violet said, "Does your cousin play the piano?" Violet looked so guilty that Mrs. Rydell questioned her as soon as the friend was gone and found out the whole pitiable truth. Violet loved pretty things, so had created a cousin in her imagination who had the things that she herself longed ardently to possess.

COMMENTS

Mrs. Rydell had done wrong to the child in the first instance by failing to recognize that beauty is a *need* in some lives, a benefit in all. A wise mother

hearing this little story would show the little girl that it is never right to lie, contrive to put some brightness into a little life whose craving for beauty showed a refinement that rightly used might develop a noble nature. Show such a child that a *lie* is unbeautiful and coarse; that *truth* is the supremest beauty; and that only by truth can beauty of character, reflected in beauty of face, be achieved.

SECRETIVENESS

The girl between ten and fifteen is apt to become secretive. It is usually about nothing at all and its character is pathological. Be careful at this time to leave no private letters around. Girls often imagine they are being talked over, so self-conscious are they, and will adopt any methods to investigate what they believe to be your perpetual discussion of their affairs.

EXAMPLE

Mrs. Yoeman came into the living-room and saw her fifteen-year-old daughter, Iola, hastily concealing something on the couch beside her.

Mrs. Yoeman appeared not to notice anything and after a few casual remarks she said, "I had a letter from Aunt Isabelle today."

"Did you?" asked Iola, with so much confusion that Mrs. Yoeman guessed Iola had concealed this letter beside her.

Half defiantly Iola said, "Nancy Zimmerman says her mother is always writing to her aunts about her doings, and that they think her mother isn't strict enough with her." Mrs. Yoeman paid no heed to this remark, but presently she said, "Your Aunt Isabella writes such an interesting letter this time. I wish you would read it."

A few days later Mrs. Yoeman said: "The postman brought a letter for you today. Of course I wouldn't read it without your asking me to do so, but I

wish you would read it soon, for I think it is from your grandmother and I want to know how she is.”

COMMENTS

By making no effort to conceal her own letters and by never opening Iola's, Mrs. Yoeman soon broke her daughter of the execrable habit of prying into other people's letters.

MAKING PROMISES

If you make a promise to your son, keep it. Do not make it lightly. Mrs. Brown told Edith she would give a lovely party for her “some day.” She described the dresses, the “eats,” the children to be asked—everything was settled but the actual date. Edith now makes a proviso. “Don't let it be some day, because that's ‘never,’” whenever a pleasure is proposed.

EXAMPLE

Henry Rodgers was a six-year-old boy who delighted in taking trips with his mother. One evening his mother came downstairs dressed for the street.

“Where are you going, mother? May I go with you?”

“Oh, I’m just going down the street a few minutes,” lied his mother. “You stay with Nora. I’ll bring you something nice.”

An hour later Henry said, “When is mother coming back, Nora? I thought she was going to stay a long time ’cause she had on her party dress.”

“You go to bed and you’ll see her in the morning,” evaded Nora.

Mrs. Rodgers supposed Henry had forgotten the something nice, but she was mistaken. He didn’t ask for it because he had simply learned by experience that she did not keep her promises.

A few days later Henry called to their neighbor’s little boy: “Come over and play with me.”

"Oh, I can't," said the boy.

"Come on," said Henry. "I'll give you some candy if you will."

Mrs. Rodgers said, "Why, Henry, you have no candy to give him."

"Oh, that's all right," said Henry. "He'll forget I told him that. He's littler than I am. I feel almost grown up when I'm with him."

Now Mrs. Rodgers' face burned with shame. She knew she had given Henry the impression that lying to younger people is legitimate.

COMMENTS

Such conduct on the part of a mother lowers the home standard, causes utter scorn of grown-up people, as persons privileged to do wrong by reason of their age or size and upsets a child's whole moral code.

Be perfectly *just* in your dealings with children. They must realize that you wish always to be quite fair. Never show favoritism; it is terribly unjust, often cruel.

PROBLEM

“Don’t you think that true stories that are not overdrawn or at least stories that might be true could be made just as interesting as the stories that are out of all reason and which will have a tendency to make children superstitious after they grow up? And when they find there is nothing in such stories as that about Santa Claus, don’t you think they will turn on Christianity and say, ‘I wonder if it is like the fairy stories I used to hear. I don’t believe there ever was such a person as Jesus’?”

SOLUTION

There is just one big point to be made in regard to fairy tales. To tell a child a fairy tale as if it were a true story of events, which actually took place, is wrong. To tell a child that there is a Santa Claus who comes down the chimney is wrong. But the wrong lies in the introduction to the story and not in the story itself.

I do not fully agree that true stories are just as interesting as fairy tales to children. There is a certain pleasure which children get out of fairy tales and "air-castles" which they do not get from actual history. There are very few adults who enjoy fairy tales, but practically all children do. As already suggested, the harm which comes in connection with fairy tales is due not to the fact that they are imaginary and impossible, but to the fact that they are not properly labeled by the parent. Parents should make clear to their children what a fairy tale is. This will not make the tale any less delightful to the child.

After the proper introduction and perhaps an occasional reminder by the parent that the story is a fairy tale, there is no more harm in letting the child enjoy his images than in letting two boys play that chairs are horses, and every normal child is bound to use his imagination in some such way as this.

A little girl six years old once asked her mother in my presence whether there

was any Santa Claus. Her mother showed plainly that she did not know exactly what to say. She hesitated and then said, "Why, of course, there is a Santa Claus, didn't he put candy in your stocking last week?" This was absolutely wrong. The question was asked in a confidential way and the mother's answer was a falsehood. When the girl is told by her schoolmates and others a little later that Santa Claus is a myth, she will naturally tend to lose faith in her mother.

The mother should have smiled and said, "No, daughter, there is no Santa Claus, but we all have lots of fun *playing* there is at Christmas time, don't we?" If this method had been used, the little girl's faith in her mother would have increased and she would have had just as much fun about Santa Claus in the future as if she had never been in doubt about his reality.

2. STEALING

Stealing is acting falsely. It is very closely related to lying, for one who commits either wrong is apt to indulge in the other. Stealing can be dealt with in early life. A very young child cannot steal, but he can learn the meaning of property rights; this will protect him from the temptation to steal when he is older.

EXAMPLE

IN THE KINDERGARTEN

It was Graham's first day in the kindergarten. As he was putting on his coat to go home, the kindergarten teacher said to him: "Graham, what have you in your pocket?"

"My hankie."

"Yes," said the teacher, "and it has such a pretty border." He was pleased and pulled it out. With it came a number of red balls which Graham had been stringing.

"With your handkerchief you have

something else that is pretty, haven't you?"

"Yes," said Graham slowly, "I haven't any at home."

"What do you play with at home, Graham?"

"Oh, a big ball, a top and—"

"Are they yours, Graham?"

"Yes, my Dad bought them for me."

"Well, these balls and all of the pretty things you have to play with here were bought for you and for all the boys and girls who come here to play with, but if each boy and girl takes some of them home, there would soon be no pretty things to use."

"No," and Graham began handing out the balls.

Several days after this episode Graham was seen holding his hand over some blocks, and refusing to have them put away or to do so himself, saying that he wanted them to build with at home. The teacher said: "Do you want John to take your top home with him when he visits you this afternoon?"

“That’s my top. No, he cannot have it.”

“Are those blocks yours, Graham?”

“Well, but I want them to build with,” he answered, pouting.

“Yes, but if the children who come to see you take your playthings home with them, you would not have anything to play with, would you? Mother sees pretty things and father, too; when they go into other homes what do they do, Graham?”

“They go to the store and buy some like them. Father bought this bunny for me at the store last night.”

“Yes, they pay money for them and that makes them theirs,” said Miss Smith.

COMMENTS

Graham is an honest, upright business man now. Under different treatment he might have become a thief.

It is questionable if conscience is developed in any child prior to his tenth year. Shame, pity for another, fear of

consequences, are understood; but a consciousness of wrong as opposed to right-doing is too abstract a proposition for literal, little minds to tackle. Love will quicken conscientiousness and develop it beautifully in homes where it is the motive power rather than that odious system of reward and punishment, which destroys originality and individualism, making life one big gamble.

LESSON 4

AIM

To avoid tempting a child to steal.

DEFINITE INSTRUCTIONS

STEALING CHANGE

Do not put temptation in the way of children. To forbid candies and leave a huge box of them on the living-room table is to ask for disobedience with its attendant lies. It is best, also, in sending a little child to market, always to

give him the exact amount—not permitting him to receive tempting change.

“Hurry up, Jack—can’t you find your cap? Here it is. Now run along and get me some plums. I’m going to bake a pie and must have them right away. Just a small measure. Here’s a quarter—I don’t know what they will cost, but you bring back the extra money.”

Jack pulled his cap down over his head, made a dash through the kitchen door with an accompanying clatter, and shot through an adjoining alley, landing at the corner grocery.

“Mr. Jupiter, give me some plums. Mother’s going to bake a pie, and I want some dandy, big whoppers,” said Jack all in one breath.

“Well, how are these? They just came in and they couldn’t be beat,” said Mr. Jupiter.

“How much?” inquired speculative Jack.

“Twenty cents for this measure,” informed Mr. Jupiter.

“All right, that’s what I want,” said

Jack, at the same time depositing his quarter on the counter and gazing musingly out of the window at a candy shop across the street.

In due time he was possessed of the plums and trotted across the street and into the candy shop, where he received for his precious five cents a bag of highly-colored candy in huge chunks. He deposited one in his mouth and sauntered along, homeward bound. Meeting a playmate, he generously offered him an unlimited amount of taffy. Together they managed to waste a great deal of time, and the morning was almost past when Jack reached home.

"Well, Jack, what kept you so long? I thought you were never coming," said his mother.

LYING ALSO

"Well, you see, I was just coming out of the grocery when I met Phil and we went to see the fire. It was over on Lafayette Street and there was a big

crowd there. I came home just as soon as I could—honest!”

Jack finished with a grand flourish, and tried not to evidence by outward manifestation the growing sense of his inward guilt.

Mother was too busy to pay much attention to Jack's story just then, merely adding, “Where's your change?”

“There wasn't any change,” replied Jack.

Jack moped all day, not being able to reconcile his act of the morning. That evening when he went to bed and tried to say, “Now I lay me,” he couldn't quite do it. He didn't feel just right, somehow. Mother came to kiss him good-night, and that was the end of his defiance. “Mother, I spent five cents of that quarter you gave me for candy. The plums were only twenty cents. And I didn't go to the fire either. Mother, dear, I just couldn't stand it to let you kiss me like that and still have the awful lie in me.”

Mother kissed Jack again, saying,

“ I’m so glad you told me about it, Jack. And now you’re not going to do it again, are you—ever? ”

“ No, mother, and I’ll tell you the truth after this,” Jack replied.

Mother left her little Jack that night feeling great satisfaction in the fact that she had always treated him in such a considerate manner as to win his complete trust and confidence.

COMMENTS

It is, as we have said, inadvisable to give a young child money for marketing, involving loose change. This mother, apart from unwise conduct on this point, acted in a constructive manner. Where a sweet home atmosphere of true give and take prevails, the child will freely confess his little misdeeds because he knows that even grown-up mother and father are quick to acknowledge mistakes made or wrong done, following their acknowledgment in all cases by reparation.

Whenever a child takes articles not be-

longing to him, make an effort to have him return them or their equivalent if circumstances permit. This procedure brings the nature of the misdeed vividly before the mind of the child and makes him, usually, very loath to repeat the experience.

EXAMPLE

AT CHURCH

Jimmy liked to sit in the front row at the church services, and though it was fairly certain he was at the bottom of any giggling or mischief, he was seldom caught in the act. On Easter Sunday he observed the row of potted lilies which decorated the platform and when service was over he noted that people were taking them away. Stepping forward he asked for a plant.

"Did your mother tell you to bring one home?" inquired Mrs. S., who was dispensing the lilies.

"Yes, ma'am," promptly improvised Jimmy.

Certain members of the congregation had previously agreed to take the plants and pay for them, thus obviating any expense to the church. Jimmy's mother did not happen to be one of these, though she would willingly have paid for a plant had she known about the arrangement. Jimmy's story worked and he triumphantly carried home the lily. His mother questioned him and gathered from him the truth of the matter. Did she send her check to the flower committee and punish Jimmy for his falsehood? Not at all. She said seriously:

RESTITUTION

"I am glad you told me about this, Jimmy. Somebody else expected to have the lily and it rightfully belongs to her. It is wrong to take it and say what was untrue. Now you may go to Mrs. S. and find out who has been disappointed; you may then take the lily to its rightful owner and explain the reason for its non-delivery."

This Jimmy did and remembered his lesson. Nor did he feel less inclined another time to confide in his mother, since he saw that she was just and kind.

Little deceptions that have a large amount of humor in them need careful treatment. On the one hand, to ignore them seems to be to sanction falsehood; on the other hand, the actual immorality may be of a very mild type. Note the offenses and penalties visited upon them in the following incidents.

EXAMPLE

HUMOROUS CHEATING

Sandy was a mischievous young farmer's son who didn't particularly like all of his jobs, one of which was picking berries for his mother's jellies and pies, although he appreciated the latter when he ate them. One hot day he was told to fill a large can with blackberries. He went out and remained away for some time. When he returned the can ap-

peared to be full and any discrepancy remained for the time being unnoticed. It apparently had not occurred to Sandy that the can would eventually be emptied, but it was, and what was his mother's astonishment to find three-fourths of the pail stuffed with a discarded shirt while a layer of berries on top made the deception complete. Naturally Sandy was not given any of the blackberry pie that was made from berries picked by the *other* children, nor did he profit by his deceit, since he was soundly spanked by his father.

A similar trick was once played on a very different type of mother, who at the time made no comment. When the hour came for the strawberry feast all the other children received a delicious looking strawberry pie crowned with whipped cream. What was Everard's surprise when he opened his, to find shredded shirt with small, partially dissolved buttons poking aggressively through the rich pastry and mocking the greedy eyes, expectant of strawberries.

The mother, to quote Everard, "never batted an eye," but the records of that family prove that mother's sense of humor has guarded against shirts undesirably mixed up with strawberries from that day to this.

The use of the whipping and the deprivation at the table seem to constitute an excessive and useless attempt at overcoming the difficulty. Far more preferable is the payment in kind where no fault-finding or scolding is permitted.

Nevertheless, it is clear that the general home training on absolute honesty was defective in both cases. With an atmosphere of unquestioned endorsement of strict honesty, these freakish deeds could not spring up.

PROBLEM

"My nine-year-old boy two years ago was under the care for six months of a German governess who had very strict ideas of discipline and who grew to dislike the child. One of her methods was

to keep dates or other tempting articles of food on her dressing-table where he was always washed and dressed and if he took one, she told him he was stealing and had no self-control. Lately he has been found taking money from his father's bureau. As I had read your books, I did not punish him for this but simply had him bring the money back and talked very quietly and confidentially to him so that he told me himself he had brought scissors, compasses and other articles from school. He was induced to take these back and he seemed to have a more open countenance for several days, but yesterday he pocketed two quarters which had been laid out on the table for his sister. We try to keep all money hidden but this was an oversight. I told his sister to tell him I wished to see him. When he came, I sat down, looked into his eyes and said, 'I am very anxious and upset. I want you to remember all I have told you of my love for you and about God and tell me the truth. I put two quarters on the bureau and they have disappeared.' He

looked straight at me for a moment and then took the money out of his pocket. I said, 'Thank you, dear. I am glad you did that. Now you had better see if you can catch the bus.' Last night I reminded him how unhappy he would have been if he had kept the quarters without telling his mother. I feel that the boy is not to blame for his habit. Please advise me."

SOLUTION

You are quite right in believing that your little boy is not to blame for his present habit of falsifying. His governess used the most effective method for teaching your child to falsify.

Your method, in regard to the two quarters, was good. Since you used a correct method in getting the confession and since he actually did confess of his own free will and you were wise enough to reward him by thanking him instead of scolding him, it will be much easier for him to confide things to you in the future.

I would suggest, after he has confessed a given thing and you have rewarded him by saying, "Thank you," and showing him that you appreciate his confidence, that you omit mentioning the incident later in the day or even at all afterwards. Calling his attention to the fact that he would have felt badly had he carried the quarters suggests approval of his confession but it unfortunately suggests also his wrong act in the first place. To recall an act which the child realizes we do not approve is to suggest fault-finding and the effect of fault-finding always is an undesirable one.

Your policy of keeping money hid and thus shielding him from temptation is all right under the circumstances, providing that he does not realize that you are hiding it from him. If he were to get the idea that you were trying to keep anything hid from him, the effect would be especially bad. To counteract this possibility, incidentally put a couple of half dollars out on the dresser right in front of him, saying, "This is the day for

the ice man. I don't want to let him get away without paying him today." The chances are that the boy would not think of removing the money under the circumstances and, at the same time, you have given him the idea that you trust him.

Do this on frequent occasions. Never thank him for letting the money alone. Simply take it for granted that he will, and seem to put more and more confidence in him. Show him in natural ways that you like him better than ever before.

To be very specific, spend two or three days in trying especially to gain this boy's confidence. Spend as much time with him as you possibly can. Play with him. Talk and laugh with him. Do everything that you can think of to make him fond of you. Do not do this, of course, in a way that would suggest to him that you are making an effort, but rather assume that you enjoy fun with him as much as he does with you.

In the evening of the third day, if he is in a good mood at bedtime, talk to him

in a friendly way for a few minutes and then say: "Oh, yes, I wanted to tell you something before going to sleep tonight. You know I am getting to like you better every day. Haven't we been having a fine time together the last few days? (Pause briefly.) It seems as if we are beginning to understand each other so well. I feel we can both trust each other now. And it makes us both feel good, doesn't it? From now on I'm going to try to be a good friend and pal of yours and I want you to be my friend. Good pals, you know, are true to each other, *always*—to the end. We will always be true, won't we?" Then, bid him good-night and leave the room.

The next day, let him have an unusually happy time by playing with him a great deal. Whenever he does anything, approve lavishly every little point that is at all praiseworthy. Do not scold or find fault. Give as few commands as you can for a few days. Exact practically no specific promises from him for a while.

If you expect to succeed in curing this

case or even in improving the boy, you *must* make clear to him that you are not going to whip him any more. Tell him this incidentally sometime in the next few days when you and he are in a very friendly spirit towards each other. Tell him he is big enough now to act right and that you are going to expect him to from now on. Tell him that he and you are going to co-operate with each other from now on.

For some time I advise that you do not give this little boy any occasion for falsifying at all. Do not question him about anything pertaining to his own acts. A lack of practice will weaken the tendency to falsify. In talking with him, introduce the idea of truth but hook it up also with the idea of kindness or some other desirable trait so he will not think that it is directed at him, because that would suggest fault-finding and the effect would not be so good.

When he asks to do things, indulge him as much as you can reasonably, so that he will be encouraged for coming

to you instead of doing the thing without your permission or perhaps your knowledge.

Finally, I advise that you begin to give this boy a weekly allowance and make clear to him that if, in addition to his allowance, he wants anything special, he may tell you exactly what he wants and you may consider the matter of helping him get it. This is advised only in view of his present tendency. Sometimes a boy will take money for some desired object. Practically all temptations should be removed from this boy until you have him started well on the right track.

3. SPENDING MONEY

From the days of early childhood it is really best to allow a small sum weekly to be spent as personal pocket-money. A child under seven years of age regards money as a plaything; after seven it is apt to assume an over-important place in his outlook.

LESSON 5

AIM

To give your boy of seven years a true idea of money values from the first.

DEFINITE INSTRUCTIONS

TEACHING THE VALUE OF MONEY

“My son, today is your birthday; it is also Saturday, the day father is paid at the office. I am going to give you ten cents today and another ten cents each Saturday hereafter. Here is a real savings bank of which father’s banker alone has the key. You may keep one nickel for yourself—to buy anything you want excepting candy; food, mother will always give you if you ask her for it. The other nickel you may put in the bank. Some day it will be full; then the banker will open it and put it with a savings account, and by and by you will have saved enough to invest it. This means to

put it where it will be used to make more money. You can't understand all about this, but you can understand that money is precious by putting some away; also that it is needful to buy toys or what you will, for the nickel you keep out is for you to use as you wish. You will learn this way the best value to be bought for a nickel or what is called its spending power."

COMMENTS

This will show him simple money values; you are making him feel manly by having a bank savings box. Independence is encouraged by his having a small definite amount to spend as he chooses, learning thereby the value of property.

A girl can be trained the same way.

The allowance may be given as wages for some simple work done. But be careful in this context it does not degenerate into bribery. A child quickly realizes that if a distasteful task be associated

with gain, it is no longer distasteful, and will become extremely obliging—at a price—that price being his own character.

Children learn to demand payment for work done; that is odious. Do not let the money be given for definite work in the form of wages when the boy chops some wood, sweeps the basement, takes out your garbage.

LESSON 6

AIM

To help a boy of nine years to earn money and spend it wisely.

DEFINITE INSTRUCTIONS

EARNING MONEY

“My son, mother is pleased with the neat way you have managed the paper route this week. Doesn’t it feel good to have really earned your money just as father earns his at the office? I’m sure it does.”

“Mother, I’ve seen a dandy kite. I’m going to buy it today.”

“All right, dear. The wind is rather strong, but still you know best what you want.”

He rushes out, buys his kite, and the wind carries it to a tree-top, where it becomes twisted in the branches. No one can unfasten it.

“Never mind. You wanted it. Too bad about the kite and mother’s so sorry. Better luck next time. (Smile cheerily.) You know we all learn by mistakes.”

COMMENTS

Wisely you did not say, “I told you so.” This phrase has driven many a husband to drink, many a son to perdition and many a small boy to secretiveness. Never use the vile phrase. You told him the wind was strong. He took the risk and paid the penalty. By experience he has learned a lesson in the value of money. He will think twice before spending it in the future.

Do not let guests give him money for pretended work. That is demoralizing. A real, even if simple, daily job and a regular wage earned are educative.

If you need carfare, borrow it from the boy.

LESSON 7

AIM

To teach a boy of ten to keep accounts.

DEFINITE INSTRUCTIONS

KEEPING ACCOUNTS

“Martin, mother has only a ten-dollar bill and we know the car man won’t change that. Will you lend me a nickel to go to town? That’s right; mother knew you would. Now here is a paper in case mother forgets to repay you. Mother must pay Martin five cents. That’s right, isn’t it?”

“Yes, mother. Isn’t it fun, my helping you to go to town?”

“Mother is very much obliged, dear. Now don’t lose that paper. Suppose mother forgot?”

“I could remind you.”

“Yes, but it is much better to have the paper. Some day you will, perhaps, meet people who will pretend to forget after you have loaned them money. Then, if you have a paper written by them, it proves you loaned it to them and they are bound to pay it back.”

“Or go to jail,” remarks Martin cheerfully.

“Yes, dear; only we hope they would pay up before it came to that. I believe it would be a good idea to keep that paper right with your money, don’t you?”

This initiates him to the truths on lending and borrowing money, and perhaps saves him from the depredations of the many pious frauds waiting to prey on unsuspecting good fellows, too confiding and too simple to demand receipts, and to keep their various I. O. U.’s.

LESSON 8

AIM

To teach a boy of eight never to borrow from schoolmates or friends.

DEFINITE INSTRUCTIONS

BORROWING MONEY

“Karl, mother is unhappy because you spent the nickel as you did. Of course it is your own to do as you like with, but she is truly grieved you asked John to lend you a nickel. If mother buys something and there isn't another quarter left, then she does not even go to father for more; she does without the other things she wanted. You must do the same thing or you will be in debt and that means owing people what you do not see your way to paying back. Nothing makes people more unhappy, for it is a kind of dishonesty, dear. Now, you must explain to John you cannot pay him until Saturday, but will do so then.”

COMMENTS

This helps him realize that an income is limited. You have not babied him or offered to lend him money—a fatal mistake from a woman to a boy of any age. He sees plainly a certain cause produces a certain effect. “He who breaks—pays.” He will thus cease to borrow from playmates.

EXAMPLE

Eight-year-old Calvin Bishop said to his father just after breakfast one morning, “Father, won’t you give me a dime?”

“What for, Cal?” asked Mr. Bishop.

Calvin’s face flushed a little as he said, “I want to buy some candy.”

CANDY MONEY

“See here, boy, you’re eating too much store candy. Ask your mother to make

you some that's fit to eat," replied his father.

After Mr. Bishop had gone to work, Calvin, with tear-stained face, approached his mother and said, "May I have a dime to buy a new book, mother?"

"What book, Calvin?"

Calvin looked confused and stammered, "A reader—no, I mean speller."

"I'll ask your teacher what you need as I go up town this morning."

"Oh, no, don't," begged Calvin.

Mrs. Bishop, seeing something was wrong, sat down, drew Calvin to her, and said, "What troubles you, Calvin?"

After an outburst of crying Calvin became calm enough to say: "Oh, mother, I borrowed two nickels of Theodore Mohr a long time ago an' he says he'll tell his mother and have me put in jail if I don't pay it back. I've got to pay it back."

Very gravely Mrs. Bishop said: "Of course you must pay it back, Calvin. Debts are dreadful. This one has even led you to tell lies. I think you will not

forget how miserable a debt makes you. I will let you have a dime to pay Theodore, but you will have to repay me. You must explain this to father, and then when he gives you pennies to spend for yourself, you must give them to me until you have given me ten in payment for this dime. A debt must always be paid."

COMMENTS

It is not wise to give a child everything he asks for. A child satisfied in his every desire becomes spoiled and repulsive.

Self-denial of a manly kind is a fine basis of character and bespeaks future integrity. Self-indulgence in money bespeaks the "bum" of the future years, the contemptible creature who lies late in bed, loves to be flattered by women and ultimately marries for money.

LESSON 9

AIM

To teach a girl of ten something about buying.

DEFINITE INSTRUCTIONS

It is a good plan to take your daughter shopping with you occasionally. She will see that you buy according to the fluctuation of the market.

DAUGHTER AS A BUYER

“Now see, Velma, I find artichokes are dear today—a quarter each. So I shall substitute cabbage at ten cents and stewed celery, which is five cents, and fifteen cents is all I think is necessary to spend for vegetables. Grapefruit is cheap, five cents each, so I order a quarter’s worth of those.”

“Let us go over here and buy a hair ribbon next, Velma.”

“ I want a green one, mother. Susie has green.”

“ But I don’t want my little girl to be a copy-cat. (Smile.) I want you to look as neat as it is possible for you to look, but I think it fine to be different from other little girls. Besides, you have black hair and Susie’s is nearly white.”

“ Which is the prettier, mother dear? ”

“ Neither, Velma. Both are pretty if clean, well brushed and glossy.”

COMMENTS

A girl will quickly respond to the opportunity to become a wise purchaser who buys according to the market.

Also, she needs to be original in dress, and incidentally not to compare herself to advantage or disadvantage with another—a great lesson for a girl to master.

The girl in adolescence will grow anxious to equal or excel her companions in dress and personal appearance. Do not be harsh to her. Self-respect demands adequate clothing. It is cruel to

make her noticeable for old-fashioned, ill-made or unbecoming clothes when in high school.

TASTE IN DRESS

Doctors agree that a pretty nightgown or negligee actually helps convalescence in a sensitive woman. Brutal or self-centered men may pooh-pooh the fact, but it is of great and urgent importance to you in determining exactly how to meet this question of the importance of dress for the developing child.

LESSON 10

AIM

To guide a taste in dress in a girl of twelve.

DEFINITE INSTRUCTIONS

If you want her to be happy and studious, let her be well but inconspicuously dressed. In this way she will not chal-

lenge criticism. Have her suit made by as good a tailor as you can afford to employ. Let her taste be consulted, and, where possible, followed.

“Agnes, this is a pretty suit. We both like it, so I think we will have it sent home. I’m not sure I care very much for the waists, but you will have to wear them, so take them, if you really like them.

“That hat is too old for you. Try this one. Now don’t you see that is a great deal prettier? Just look; take the mirror! Never buy a hat until you see it from every viewpoint—back, side, and front. Give it a little tilt, dear. A hat set straight on to the head is seldom becoming. Now, don’t you like it worn that way?”

COMMENTS

She welcomes treatment such as you would give a grown-up. You have not tried to make her feel, “Mother wants me to look a fright.” You have used

tact, and the whole art of managing women is just that.

A girl's allowance up to the age of eighteen, when it is wise to make it cover all expenses, except college bills, doctors' and dentists' bills, will be used for dress, including gloves, adjuncts such as pocketbooks, shoes and amusement.

A grave danger at the present time is the fact that children do not themselves put forth sufficient energy and effort to earn money or form any idea of how hard it is for father to secure it.

CARPENTRY

In adolescence, a fine work for a boy is carpentry. Boys love tools and whittling. Why not let the boy build an arbor or pergola? Pay him the wage that is fair at the day. Do not teach him inadvertently the loathsome habit of "scab" labor by offering him less than the labor union rate by the day. If you do this with boys or girls you prepare them to commit grievous wrong against their fellow men and women by under-

selling the market when later they seek employment.

You may say, "Joseph, I have bought a dozen rambler roses. I want a pergola built. If you care to do it, I'll pay you at a reasonable rate. Do you care to undertake it?"

The proposition, without doubt, looks good to Joseph. Do not let him rush at it enthusiastically and then slacken up; that is detrimental to his character. Honest work, honestly done and honestly paid for, is self-respecting work. You asked him if he would do it—if he wished to do it.

By agreeing to accept the job he made himself responsible for its completion. When it is finished pay him. He will feel a man because he has done real, responsible work to the best of his ability.

Children clamor for nickels when the household is suffering for necessities owing to father being out of work. Mother becomes an old woman, fretted by the demands which a too easy régime in the past has made possible.

LESSON 11

AIM

To keep a balance between recklessness and miserliness in money matters.

DEFINITE INSTRUCTIONS

NEITHER MISER NOR SPENDTHRIFT

“ Claude, you do not admire Fred. His father makes money and is saving it all the time. I have heard him say: ‘ Be economical. Buy only just as you need.’ Poor Fred hoards like a miser. He will not play football. He is becoming absolutely morbid on the subject of saving. I do not want you to become like him, dear. I want you to have all the joy and fun and play that we have money to afford. Just as I want you, Angeline, to have plenty of pretty clothes and a good time; to feel all your life that mother and father wanted you to enjoy yourselves. But I don’t want you to be

wasteful. It is vulgar to wear thin, silk stockings at high school. Good lisle ones are worn by the nicest girls until they come out—at eighteen.

“It is revolting to us both, as you know, to see boys wearing girlish colored ties and silk socks to match, light blue and such silly colors; but we want you both to look as fine as is possible, and to spend money any time it is necessary to your health, your work, your play or your happiness.”

COMMENTS

There is sure to be a hearty response after you have shown the folly and stunting power of miserliness. At the same time they learn the fine way to spend money, the cultivated way, where brains and good taste have formed habits of just selection and discrimination.

Many parents do their children an actual wrong by quickly replacing toys or playthings after they are broken by carelessness. This policy not only tends

to make children think less of the value of a dollar but it encourages them in carelessness and even in destructiveness.

PROBLEM 1

“Our little daughter is very careless with her dolls and toys in general, and we have tried to have her feel that she must be careful or she cannot have the toy. Upon taking the toy away we have told her that since she has abused it she will have to go without it for a while. What bothers us is that she does not seem to mind it; we have taken the toy she seemed the most fond of, but she goes right along cheerfully and does not let it bother her in the least. Is there no way we can reach her?”

SOLUTION

I advise approaching your little daughter from a slightly different angle. With this child you will find it better to abandon the idea of correction in the usual sense of the term. Avoid telling her

directly that she must be more careful or the toy will have to be taken away from her. In fact, it is advised that you do *not* take the doll away from her—especially in view of the fact that you have found that method ineffective.

To change the angle by dropping altogether the method formerly used, the mother of this little girl should play the big part by making the greatest possible use of the principles of Suggestion and Approval.

Let us consider how these principles may be applied in your case. First, let us take Suggestion. The mother of the little girl must make it a point to spend little five-minute periods with her several times a day for three or four days. During these little play periods, the mother must co-operate with the daughter and see that she has such a good time that she will love to have her mother come and play. This is a vital part in the method.

Now we will suppose that the mother is with the daughter near the little doll's

bed and the dolls. (It is advisable, if you have not already done so, to furnish the little girl with at least one simple little doll's bed, one large "mother-doll" and at least two or three smaller dolls, supposedly little daughters of the mother-doll.) Your wife should now do a little acting for her daughter to imitate after she leaves. That is, she should handle the various dolls and talk to them in such a way as to captivate the attention of the daughter. She should exaggerate her movements so as to emphasize her cautious and careful handling of them. Note this important point. Her attention must be altogether on the *dolls*—she must not appear to have her own daughter in her thoughts at all.

If all her attention seems to be concentrated on the handling of the dolls and she shows great enthusiasm and interest in what she is doing—not giving the daughter the idea that she is trying to show her how—the daughter will be much more likely to imitate her after the mother leaves.

Another way to use Suggestion is this: after the mother has been handling the dolls a minute or two, she should say to the daughter with raised eyebrows and a finger pointed to her lips: "Yes—see? The little baby-doll is almost asleep, now you have the mother-doll crawl into bed so quietly that she will not disturb the baby. *Very gently.*"

The next step is Approval. Make yourself practically blind to her awkwardness or carelessness. The trait that you want to draw out is carefulness, and the way to accomplish this is to *talk* about it and *approve* it. There is always some little detail at least which can be approved. Approve that detail. The point is, look for the things which you can approve and approve them.

If she should ever break a doll, don't scold her, don't take it or any other doll away. She simply will have to get along with the broken one as best she can. But don't "rub it in." Either talk to her in a friendly way about it or say nothing.

PROBLEM 2

“ Our three-and-a-half-year-old son has recently taken on the habit of getting into his father’s tools, his sister’s dolls, or whatever he happens to find, and literally playing havoc. We tried to let him have a little garden of his own, but he was so destructive we had to give it up. We never believed in corporal punishment but lately in sheer desperation have resorted to it. But the spanking did more harm than good. Will you help us solve this problem? ”

SOLUTION

It is natural for your boy to get pleasure out of destroying things. And the fact that he gets pleasure out of it is the reason he does it.

As to the solution, the most hopeful fact is that you can teach your boy that there are other ways of getting pleasure out of activity besides destroying things.

You can teach him to like the building

up as well as the tearing down. But remember he needs to be taught and encouraged. Do not correct him for destroying a thing regardless of what that thing is. For example, a weed is to be destroyed but a plant raised for food is to be preserved. You see it is logical to put the emphasis upon the thing, making a distinction as to what things it is proper to destroy and what to handle with care, rather than to scold and show disapproval of every destructive act.

Supply your boy with harmless and useless things which he can destroy and also with things to do of a constructive nature. Show a friendly spirit of cooperation in this. Tell him he may destroy certain old things which you give him as well as handle other things in a different manner. Activity is what he wants especially—not merely to be doing what is forbidden. So keep him busy doing permissible things.

In regard to the forbidden things, tell him in a confidential way, calmly but firmly, that he is to let them entirely

alone. Test him out a little at first. Be near enough and incidentally keep a close watch. When he gets too close or starts to do the forbidden things, remind him gently but firmly.

Remember, he likes to handle things and take them apart. Give him very large blocks and modeling clay. See that he has plenty of crude material to work with. Approve him every time he makes any effort to build something, or make something, or put something together. You will soon have turned his present tendency into a most hopeful trait.

You could hardly expect a boy under four not to be destructive in a garden. The better plan would be to set off a plot ten feet square in which he can do absolutely anything he pleases with his garden tools. Let him dig tunnels as deep as he wishes, or make railway lines, or big mountains. Don't insist upon his telling you what he is making. Indeed, he may not know. Much of the time he will be doing what many boys of his age will call "just digging." He also will

love to build a high, narrow mountain and give it the “death blow”—and then build it up again.

The so-called destructive child is an unusually promising one, if he is managed properly.

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